

Union-North United School Corporation

Teacher Evaluation Plan

Board Approved

Teacher Evaluation Plan

Union-North United School Corporation puts students first by focusing on the individuals who most strongly influence student learning every day – our teachers. Our teachers are hard-working and devoted to the success of every student. To enhance the teaching-learning process we support a fair, credible and accurate annual evaluation to differentiate teacher and principal performance and to support their professional growth.

Union-North United School Corporation has subscribed to the Indiana Department of Education's model evaluation system name RISE. The Union-North United School Corporation's – Teacher Evaluation Plan (UNUSC-TEP) will:

- **Be Annual:** Every teacher, regardless of experience, will receive meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations will be student-focused. First and foremost, an effective teacher helps students make academic progress. UNUSC-TEP includes a thorough evaluation system with multiple measures of teacher performance, and growth data as key measures.
- **Include Four Rating Categories:** UNUSC-TEP is designed to identify our most effective educators. We expect all teachers to perform at their highest level. The UNUSC-TEP will identify teachers who are achieving the greatest success and will provide support to those who are new or struggling.

Evaluation Plan Components

The following components of the Union-North United School Corporation's – Teacher Evaluation Plan (UNUSC-TEP) fulfill the requirements of Indiana Code. Supporting documents and information to support the evaluation plan follow this overview. In addition, at the end of each section, the resources that give greater detail and clarity are listed.

Section I: Annual Evaluation

- **Annual Performance Evaluation for Each Certificated Employee**

UNUSC-TEP provides for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4).Resource A, B, D, E, F, G, H, I, J, K:2

Section II: Rigorous Measures of Effectiveness

- **Rigorous Measures of Effectiveness, Including Observations and Other Performance Indicators**

Resource B: 2-15, D, E, F, G, H: 6-10, I, and J

Section III: Designation in Rating Category

- **A summative rating as either Highly Effective, Effective, Improvement Necessary, or Ineffective**

Resource A: 6-7, B: 2-15, D, E, F, G, H, I, and J

- **A final summative rating modification if and when a teacher negatively affects student growth**

The UNUSC-TEP requires that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. The evaluator shall discuss the evaluation with the certificated employee. IC 20-28-11.5-4(c) (4) and (6)Resource K: 3

- **All evaluation components, including but not limited to student performance data and observation results are factored into the final summative rating**

Resource A: 21-23, D, E, F, G, H: 11, I, and J

Evaluation Feedback

- **Recommendations for improvement and the time in which improvement is expected**

The UNUSC-TEP includes an explanation of the evaluator's recommendations for improvement and provides evaluators and certified staff the responsibility to collaborate and set a schedule in which improvement is expected.

Resource C

Section V: Evaluators

- **Only Individuals who have received training and support in evaluation skills may evaluate certified employees.**

Union-North administrators will serve as evaluators and will be trained by approved providers (e.g. NIESC, DOE, etc.).

Resource C and K

- **Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities.**

Resource C and K

- **All evaluators receive training and support in evaluation skills.**

Resource C and K

Section VI: Feedback and Remediation Plans

- **All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.**

Expectation on Long Observation (40 minute minimum)

- Beginning of the year group pre-conference
- Individual pre-conference only as needed
- 1st Long Observation; First Semester; Observation will be conducted during any class period during an announced two-week period

- 2nd Long Observation; Second Semester; Observation will be conducted during any class period at any time in the semester, unannounced
- Require a lesson plan (lesson plan turned in within 24 hours)
- Post-observation conference and feedback/report from evaluator within 5 school days.
- It is up to the individual administrator if the teacher fills out the post-observation form.
- As modified by the 2020-2021 Covid-related adjustments addendum

• **Remediation plans assigned to teachers rated as ineffective or improvement necessary.**

The UNUSC-TEP requires that a teacher who is rated as ineffective or improvement necessary shall develop a remediation plan and professional development requirements in cooperation with his/her administrator.
Resource B, C, and K: 5

• **Remediation plans included the use of employee's license renewal credits.**

The UNUSC-TEP requires that the evaluator and the certificated employee develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits (or PGPs) in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation.
Resource K: 5

• **Means by which teachers rated as ineffective can request a private conference with the Superintendent.**

The UNUSC-TEP requires that a teacher who receives a rating of ineffective may file a written request for a private conference with the superintendent or the superintendent's designee not later than five (5) school days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.
Resource K: 5

Section VII: Instruction Delivered by Teachers Rated Ineffective

- **The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.**

As cited in IC 20-28-11.5-7, the UNUSC-TEP requires that a student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher's class. If it is not possible to comply with this, Union-North United School Corporation will notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective. The parent must be notified in writing before the start of the second consecutive school year.

Resource K: 5

- **The procedures established to communicate to parents when student assignment to consecutive teachers as rated as ineffective is unavoidable.**

The parent must be notified in writing before the start of the second consecutive school year.

Resource K: 5

Resources Used in the Union-North United School Corporation's Teacher Evaluation Plan

- Resource A: RISE Evaluation and Development System - Evaluator and Teacher Handbook Version 2.0
- Resource B: RISE Evaluation and Development System -Indiana Teacher Effectiveness LaVille 2018 Rubric
- Resource C: Five-Star Overview
- Resource D: ISBA Superintendent's Rubric
- Resource E: Professional School Counselor Effectiveness Rubric
- Resource F: Principal Effectiveness Rubric
- Resource G: Assistant Principal Effectiveness Rubric
- Resource H: Association of Indiana School Library Educators School Librarian Evaluation Rubric
- Resource I: Athletic Director Effectiveness Rubric
- Resource J: Speech and Psychologist Effectiveness Rubrics
- Resource K: Union-North United School Corporation's Teacher Evaluation Plan (UNUSC-TEP)
- Resource L: Teacher Appreciation Grants

Resource A

RISE Evaluation and Development System: Evaluator and Teacher Handbook Version 2.0

Use the link below to access this document

After providing the teacher evaluation plan in writing and discussing the evaluation plan with the teachers or teachers' representative, the teacher evaluation plan will be presented to the school board before the first evaluations of each respective school year begin.



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



RISE

Evaluation and
Development System

Evaluator and Teacher Handbook Version 2.0

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Indiana Teacher Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Indiana’s teachers are hard-working and devoted to the success of every student. It’s time we treat them like the professionals they are and take special care to identify and reward greatness in the classroom.

To do this, we need fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth. With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department’s goal is to assist corporations in developing or adopting models that comply with Public Law 90 and are fair, credible, and accurate. Regardless of model or system, evaluations must:

- **Be Annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

Indiana's State Model on Teacher Evaluation

Background/Context

RISE was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. RISE was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators and administrators from around the state, more than half of whom have won awards for excellence in teaching. These individuals dedicated their time to develop a system that represents excellence in instruction and serves to guide teacher development. To make sure that their efforts represented the best thinking from around the state, their work was circulated widely to solicit feedback from educators throughout Indiana.

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:

- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.
- **Teachers deserve to be treated like professionals.** Unfortunately, many evaluations treat teachers like interchangeable parts—rating nearly all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
- **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Public Law 90 requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot drove model refinement. RISE 2.0 reflects the refined model of the original system.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. Though corporations are encouraged to choose or adapt the evaluation system that best meet the needs of their local schools and teachers, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation



* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. RISE is an option and resource for corporations, but is not mandatory.

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

A System for Teachers

RISE was created with classroom teachers in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers and this version of RISE meets the minimum requirements specified in Appendix A.

Component 1: Professional Practice

Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.
2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.
3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

Domain 3: Leadership

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

The Indiana Teacher Effectiveness Rubric

In Appendix C of this guidebook, you will find the Teacher Effectiveness Rubric. All supporting observation and conference documents and forms can be found in Appendix B.

Observation of Teacher Practice: Questions and Answers for Teachers

How will my proficiency on the Indiana Teacher Effectiveness Rubric be assessed?

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators.

What is the role of the primary evaluator?

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your short and at least one of your extended observations during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in a summative conference.

What is a secondary evaluator?

A secondary evaluator may perform extended or short observations as well as work with teachers to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

Do all teachers need to have both a primary and secondary evaluator?

No. It is possible, based on the capacity of a school or corporation, that a teacher would only have a primary evaluator. However, it is recommended that, if possible, more than one evaluator contribute to a teacher's evaluation. This provides multiple perspectives on a teacher's performance and is beneficial to both the evaluator and teacher.

What is an extended observation?

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

Are there mandatory conferences that accompany an extended observation?

- a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.

- b. Post-Conferences: Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

How many extended observations will I have in a year?

All teachers must have a minimum of two extended observations per year – at least one per semester.

Who is qualified to perform extended observations?

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the extended observations.

What is a short observation?

A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days.

How many short observations will I have in a year?

All teachers will have a minimum of three short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

Who is qualified to perform short observations?

Any primary evaluator or secondary evaluator may perform a short observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the short observations.

Is there any additional support for struggling teachers?

It is expected that a struggling teacher will receive observations above and beyond the minimum number required by RISE. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

Will my formal and informal observations be scored?

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section of this handbook.

Domain 1: Planning and Domain 3: Leadership are difficult to assess through classroom observations. How will I be assessed in these Domains?

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

- a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
- b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

Evaluators and teachers seeking more guidance around evidence collection for Domains 1 and 3 should reference the “Evidence Collection and Scoring of Domains 1 and 3” [resource](#) under the Professional Practice resources section on the RISE website.

What is a professional development plan?

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

If I have a professional development plan, what is the process for setting goals and assessing my progress?

Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Is there extra support in this system for new teachers?

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on

their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Teacher Effectiveness Rubric: Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.

Figure 3: Evidence vs. Judgment

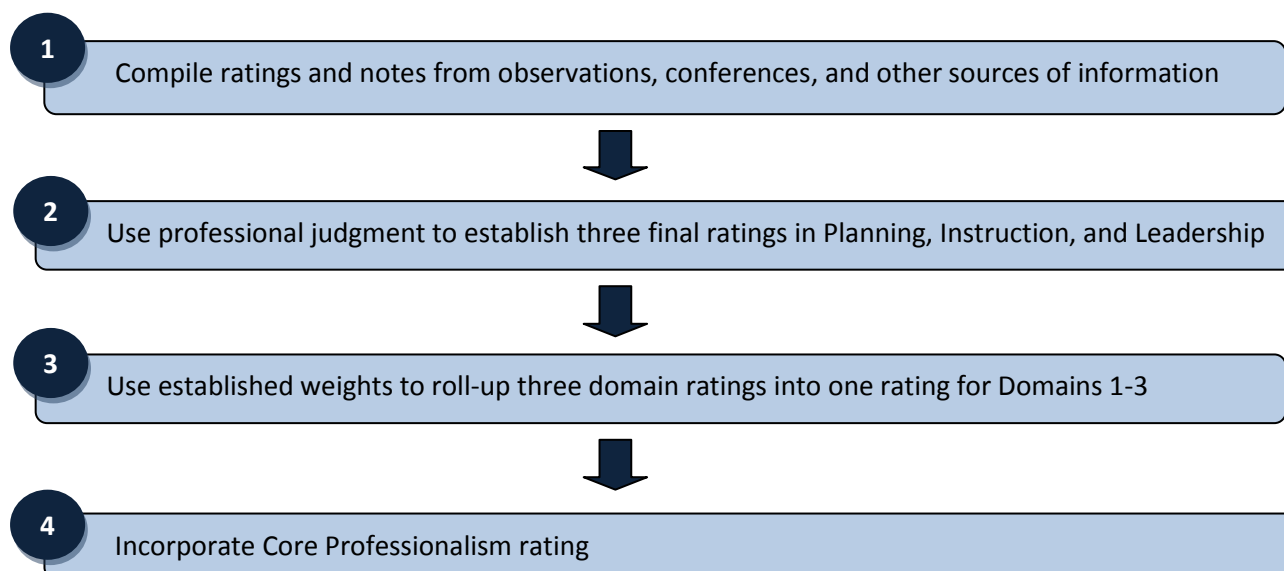
Evidence	Judgment
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	The teacher doesn't do a good job of making sure students understand concepts.
Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees) "Why do you agree?"	The teacher asks students a lot of engaging questions and stimulates good classroom discussion.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

Figure 4: Mapping Evidence to Indicators

Evidence	Indicator
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on</p> <p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p><u>Competency 2.4: Check for Understanding</u> Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. (Ineffective)</p>
<p>Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees.) "Why do you agree?"</p>	<p><u>Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work</u> Teacher frequently develops higher-level understanding through effective questioning. (Effective)</p>

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four step process:



Each step is described in detail below.

1 Compile ratings and notes from observations, conferences, and other sources of information.

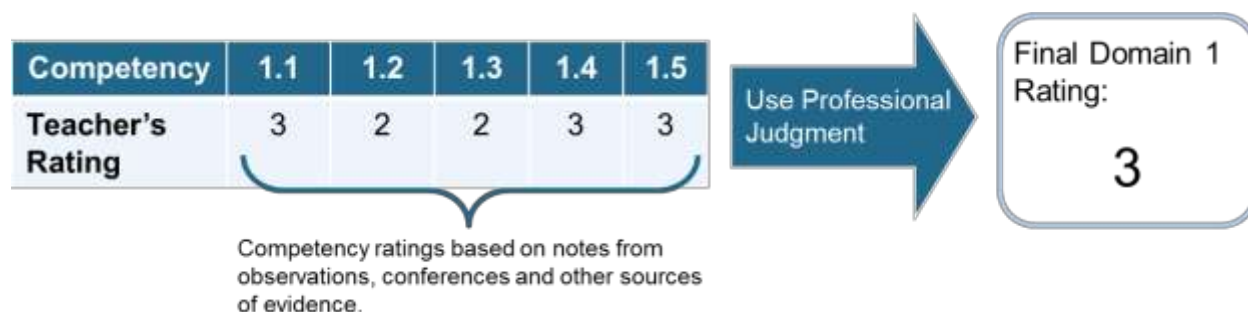
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

2 Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

Figure 5: Example of competency ratings for domain 1 and the final domain rating.



At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3

Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
Final Score			2.25

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

4

Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for

any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

The Role of Professional Judgment

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Teacher Effectiveness Rubric provides a comprehensive framework for observing teachers' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a teacher a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which teachers' practice grew over the year, teachers' responses to feedback, how teachers adapted their practice to the their current students, and the many other appropriate factors that cannot be directly accounted for in the Teacher Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Teacher Effectiveness Rubric and the specific context of a teacher's school and students.

Component 2: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

- Are **accurate** in assessing student learning and teacher impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms
- Are **fair** to teachers in different grades and subjects
- Are as **consistent** as possible across grades and subjects
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

Indiana Growth Model

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP + scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All teachers in the same school will receive the same rating for this measure. Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

Student Learning Objectives

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Teachers of other grades and subjects do not have such information available. The RISE system helps account for these information gaps by requiring Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

For subjects without growth model data, student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement. By implementing Student Learning Objectives, the RISE system seeks to make these best practices a part of every teacher's planning.

More detailed information on the Student Learning Objectives process along with examples can be found in the *Student Learning Objectives Handbook*, available at www.riseindiana.org.

Summative Teacher Evaluation Scoring

Review of Components

Each teacher's summative evaluation score will be based on the following components and measures:

1) Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2) Student Learning – Contribution to student academic progress

Measure: Individual Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

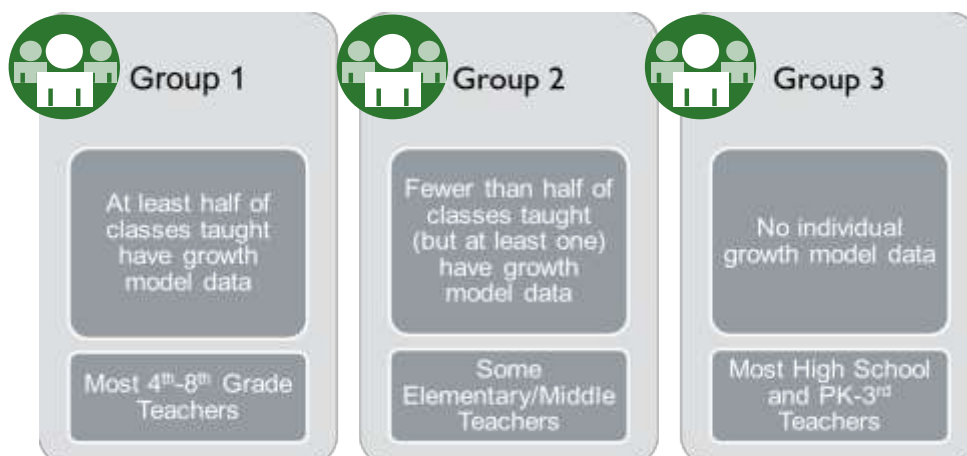
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a teacher's mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across teachers
- It includes the same measures (whenever possible) for each teacher

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. Teachers fall into one of three groups (further definitions of these groups can be found in the Glossary).



Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

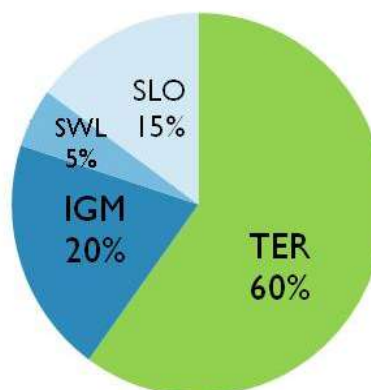
Key:

TER – Teacher Effectiveness Rubric **IGM – Individual Growth Model Data**
SWL – School-wide Learning Measure **SLO – Student Learning Objectives**

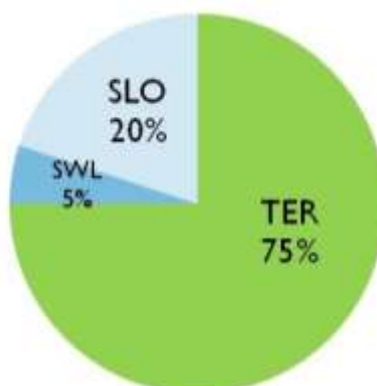
Group 1: Teachers who have individual growth model data for at least half of classes taught



Group 2: Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data)



Group 3 Teachers: Teachers who do not teach any classes with growth model data



Growth model and rubric data are given more weight because educators have more experience with these measures. Student Learning Objectives are a new and difficult process for many. This percentage may increase over time, once teachers and principals are given sufficient practice and training on writing rigorous Student Learning Objectives.

Compared across groups, the weighting looks as follows:

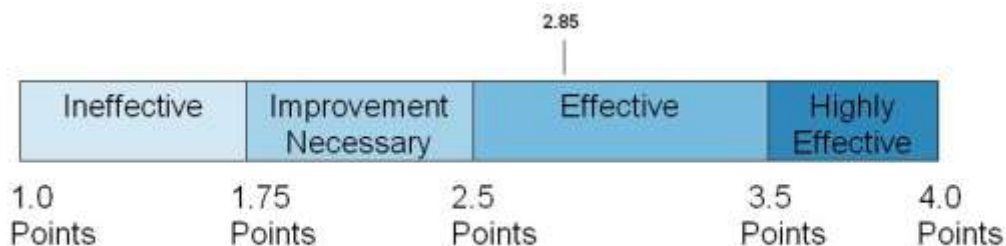
Component	G1: Half or more GM classes	G2: Less than half GM classes	G3: Non-GM classes only
Teacher Effectiveness Rubric	50%	60%	75%
Individual Growth Model Data	35%	20%	N/A
Student Learning Objectives	10%	15%	20%
School-wide Learning Measure	5%	5%	5%

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from a Group 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 50%	= 1.3
Individual Growth Model Data	3	X 35%	= 1.05
Student Learning Objectives	4	X 10%	=0.4
School-wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.85

* To get the final weighted score, simply sum the weighted scores from each component.

This final weighted score is then translated into a rating on the following scale.



Note: Borderline points always round up.

The score of 2.85 maps to a rating of “Effective”. Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher.

Glossary of RISE Terms

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

Beginning-of-Year Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher’s prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the “Summative Conference” as well.

Competency: There are nineteen competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Corporation-Wide Assessment: A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ex. Acuity, mCLASS, etc).

Domain: There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Course Assessment: An assessment given at the end of the course to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

End-of-Year Conference: A conference in the spring during which the teacher and primary evaluator discuss the teacher’s performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the “Summative Conference” as well.

Extended Observation: An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their “classes” have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their “classes” have growth model data.

More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

Group 3 Teacher: For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3rd teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Growth Model: The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). Most teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teachers in grades 4-8 ELA/Math.

Indiana Teacher Effectiveness Rubric: The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

Indiana Teacher Evaluation Cabinet: A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

ISTEP+: A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

Mid-Year Conference: An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

Post-Conference: A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the

spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

Professional Development Goals: These goals, identified through self-assessment and reviewing prior evaluation data, are the focus of the teacher's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Development Plan: The individualized plan for educator professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only teachers in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

School-Wide Assessment: A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

Statewide Assessment: A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives.

These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Summative Conference: A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data isn't available until the summer (coinciding with the Beginning-of-Year Conference).

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Teacher-Created Assessment: A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this handbook and the Student Learning Objectives handbook exactly as written are considered to be using the *RISE Evaluation and Development System*.

If a corporation chooses to make minor edits to the RISE system, the system must then be titled “(Corporation name) RISE”, and should be labeled as such on all materials. The edited system must meet the following minimum requirements listed below to use the name RISE:

- Professional Practice Component
 - Minimum number of short and extended observations
 - Minimum length for short and extended observations
 - Minimum requirements around feedback and conferencing
 - Use of the Teacher Effectiveness Rubric with all domains and competencies
 - Scoring weights for all Professional Practice domains, including Core Professionalism
 - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Measures of Student Learning
 - Three measures of student learning as outlined in the RISE system
 - All minimum requirements around Student Learning Objectives, including, but not limited to (see Student Learning Objective handbook for details):
 - Assessments
 - Number of objectives
 - Population targets for objectives
 - Process steps
 - Weight of objectives
- Summative Scoring
 - Weights assigned to components of the summative model
 - Definition of groups of teachers for weighting purposes

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of RISE (found at www.riseindiana.org), the corporation may no longer use the name “RISE Corporations” and may give any alternative title to their system, and may choose to note that the system has been “adapted from Indiana RISE”.

Appendix B – Optional Observation and Conferencing Forms

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of teacher and student practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

Optional Observation Mapping Form 1 – By Competency

Note: It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____

END TIME: _____

2.1 OBJECTIVE	
Evidence	Indicator

2.2 CONTENT	
Evidence	Indicator

2.3 ENGAGEMENT	
Evidence	Indicator
2.4 UNDERSTANDING	
Evidence	Indicator
2.5 MODIFY INSTRUCTION	
Evidence	Indicator

2.6 RIGOR	
Evidence	Indicator
2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	Indicator
2.8 CLASSROOM CULTURE	
Evidence	Indicator

2.9 HIGH EXPECTATIONS	
Evidence	Indicator

Overall Strengths:

Overall Areas for Improvement:

Optional Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: _____ OBSERVER: _____
TEACHER: _____ GRADE/SUBJECT: _____
DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

- 1) What learning objectives or standards will you target during this class?

- 2) How will you know if students are mastering/have mastered the objective?

- 3) Is there anything you would like me to know about this class in particular?

- 4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

Optional Post-Observation Form - Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____

END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post-conference.

Optional Post-Observation Form – Teacher

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____ END TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

- 1) How do you think the lesson went? What went well and what didn't go so well?

- 2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

- 3) If you were to teach this lesson again, what would you do differently?

- 4) Did the results of this lesson influence or change your planning for future lessons?

Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____

SUMMATIVE EVALUATOR: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE: _____

Note: Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number of Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.4 Check for Understanding	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.5 Modify Instruction as Needed	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.7 Maximize Instructional Time	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	Meets Standards Does Not Meet Standards

Optional Summative Rating Form

SCHOOL: _____

SUMMATIVE EVALUATOR: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE: _____

Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number of Informal Observations: _____

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1
1.1 Utilize Assessment Data to Plan	1.1: _____	
1.2 Set Ambitious and Measurable Achievement Goals	1.2: _____	
1.3 Develop Standards-Based Unit Plans and Assessments	1.3: _____	
1.4 Create Objective-Driven Lesson Plans and Assessments	1.4: _____	
1.5 Track Student Data and Analyze Progress	1.5: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success	2.9: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____	
3.4 Advocate for Student Success	3.4: _____	
3.5 Engage Families in Student Learning	3.5: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	

Final Score for Domains 1-3:

Follow the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

Domain 4: Professionalism	Final Assessment of Domain 4	
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect		
Final Rating (Circle One)	Meets Standards	Does Not Meet Standards

Final Teacher Effectiveness Rubric Score

Directions: If the teacher “Meets Standards” above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher “Does Not Meet Standards”, deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Rubric Score: _____

Student Learning Objectives

Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was the teacher's Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery

Were there any important changes to the population of students in the targeted class (e.g., attendance problems, significant issues/changes to specific students) that you considered when rating the class objective? If so, state them below.

Based on the above table, the teacher's Class Student Learning Objective, and your professional judgment, indicate the appropriate performance level

Ineffective ☐ Improvement Necessary ☐ Effective ☐ Highly Effective ☐

Targeted Objective

Targeted Learning Objective	What was the teacher's Targeted Objective Learning Goal for the targeted students?
------------------------------------	--

Did the teacher meet this objective?

Met Objective ☐

Did Not Meet Objective ☐

What evidence did you use to determine whether the teacher "surpassed goal or otherwise demonstrated outstanding student mastery or progress?"

Based on the teacher's Targeted Student Learning Objective, the evidence discussed above, and your professional judgment, indicate the appropriate performance level:

Ineffective ☐

Improvement Necessary ☐

Effective ☐

Highly Effective ☐

Student Learning Objectives Weighted Scores

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	
Final Student Learning Objectives Score:			

Follow the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Student Learning Objectives Score

Final Student Learning Objectives Score: _____

Final Summative Rating

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

Group 1

Group 2

Group 3

Choose only one set of weights					
Measure	Rating (1-4)	GROUP 1 Weights	GROUP 2 Weights	GROUP 3 Weights	Weighted Rating
Teacher Effectiveness Rubric		50%	60%	75%	
Indiana Growth Model		35%	20%	---	
Student Learning Objectives		10%	15%	20%	
School-wide Learning Measure*		5%	5%	5%	
Final Summative Score:					

* All teachers in the same school should have the same rating on this measure

Follow the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____

Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____

Date: _____

Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s):		Subject(s):	
Date Developed:		Date Revised:	
<i>Primary Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

Professional Growth Goal #1						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

Professional Growth Goal #2						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Professional Growth Goal #3						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

Resource B

RISE Evaluation and Development System:
Indiana Teacher Effectiveness Rubric 2.0



Indiana Department of Education

Union-North United School Corp. Teacher Effectiveness Rubric 2.0

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan and Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses assessment data to formulate and track:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans - Recording student assessment/ progress data - Analyzing data regarding student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher uses assessment data to formulate and track:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above <p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	<p>Teacher rarely or never uses prior assessment data when planning.</p> <p>Teacher does not regularly maintain or update a grading system</p> <p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>
1.2	Develop Standards-Based and Objective-driven Unit and Lesson Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on achievement goals, teacher plans units and lessons by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit and lesson objectives that are aligned to these standards - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit/lesson - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Teacher may not:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit or lesson objectives that are aligned to state content standards - Create assessments before each unit begins for backwards planning that are meaningful or relevant - Allocate an instructionally appropriate amount of time for each unit/lesson - Plan formative assessments to measure progress towards mastery or inform instruction. - Match instructional strategies and activities/assignments to the lesson objectives. 	<p>-Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.</p> <p>-Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.</p>

DOMAIN 2: EFFECTIVE INSTRUCTION



Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: Develop student understanding and mastery of lesson objectives	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Objective(s) and/or agenda is written in a student-friendly manner and/or explained to students in easy- to-understand terms - Importance of the objective(s) and/or agenda is explained so that students understand why they are learning what they are learning - Lesson builds on students’ prior knowledge of key concepts and skills and makes this connection evident to students	- Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

- Notes:
- 1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
 - 2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2: Demonstrate and Clearly Communicate Content Knowledge to Students	Teacher and/or activity is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher and/or activity is effective at demonstrating and clearly communicating content knowledge to students	Teacher and/or activity needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher and/or activity is ineffective at demonstrating and clearly communicating content knowledge to students
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher and/or activity fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher and/or activity effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations and/or activity spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher and/or activity demonstrates content knowledge and delivers content that is factually correct - Content and/or activity is clear, concise and well-organized - Teacher restates and rephrases instruction and/or activity in multiple ways to increase understanding - Teacher and/or activity emphasizes key points or main ideas in content - Teacher and/or activity implements relevant instructional strategies learned via professional development	- Content and/or activity occasionally lacks clarity and is not as well organized as it could be - Teacher and/or activity may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher and/or activity does not adequately emphasize main ideas, and students are sometimes confused about key takeaways	- Teacher and/or activity deliver content that is factually incorrect that remains uncorrected. - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher and/or activity continues with planned instruction, even when it is obvious that students are not understanding content - Teacher and/or activity does not emphasize main ideas, and students are often confused about content

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson. Content may be communicated by literacy techniques, cooperative learning, direct instruction, project based learning, independent work, and guided inquiry.
2. If the teacher presents information and/or activity with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: Engage students in academic content	<p>Teacher is highly effective at engaging students in academic content</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> -Teacher engages or works to reengage all students in content at all times and almost all students are on-task. - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content and uses technology to transform instruction (through modification or redefinition) - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance when the opportunity arises. 	<p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none"> -Teacher engages or works to reengage almost all students in content at all times and most students are on-task. - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) -Teacher uses technology to enhance instruction (through substitution or augmentation) -Students are given opportunities to collaborate and support each other in the learning process 	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> -Teacher engages or works to reengage most students in content, but some remain off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging and the teacher does not attempt to reengage the student -Teacher does not regularly use age-appropriate technology for instructional purposes. - Students are given opportunities to collaborate, but they are poorly structured or executed by the teacher. 	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - Teacher fails to engage or work to reengage few students in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging. -Teacher does not use required technology for educational purposes. - Students are not given opportunities to collaborate.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<ul style="list-style-type: none"> - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate level of the class/group understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to refuse to participate in checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) throughout the lesson through formal or informal assessments (see note for examples) 	<ul style="list-style-type: none"> - Teacher may use more than one type of check for understanding, but is unsuccessful in capturing an accurate level of the class/group understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to refuse to participate in checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery throughout the lesson through formal or informal assessments. -Teacher misses many key opportunities to check for understanding throughout the lesson 	<ul style="list-style-type: none"> -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate level of the class/group understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" refuse to participate in checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery throughout the lesson -Teacher misses most key opportunities to check for understanding throughout the lesson

- Notes:
1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
 2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	Teacher is highly effective at modifying and differentiating instruction as needed	Teacher is effective at modifying and differentiating instruction as needed	Teacher needs improvement at modifying and differentiating instruction as needed	Teacher is ineffective at modifying and differentiating instruction as needed
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement - Teacher provides differentiated ways of engaging with content specific to individual student needs	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited	- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students

- Notes:
1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
 2. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds”, providing visual cues, etc.
 3. (Instructional Model #5 Checks for Understanding and #6 Differentiation)

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are able to answer higher-level questions with meaningful responses in a variety of formats- written, verbally, applied skills, physically, etc. Scaffolding of skills is clear. - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students’ interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks - Teacher sets high expectations for students of all levels 	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) and the teacher does not attempt to adjust the question - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students’ level of understanding - Students may have few opportunities to meaningfully practice and apply concepts, instruction - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying - Teacher needs improvement at setting high expectations for academic success for students of all levels 	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students’ level of understanding. - Students have no opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks -Teacher is ineffective at setting high expectations for student success for students of all levels

- Notes:
- Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom’s taxonomy (using words such as “analyze”, “classify”, “compare”, “decide”, “evaluate”, “explain”, or “represent”)
 - Asking students to explain their reasoning
 - Asking students to explain why they are learning something or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context
 - Posing a question that increases the rigor of the lesson content
 - Prompting students to make connections to previous material or prior knowledge
 - Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
 - The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time and Develop Classroom Culture (Condensed from 2 to 1)	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are engaged in work while waiting for the teacher. A Kickstarter and a Wrap-up must be used. - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	- Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged or a Kickstarter or Wrap-up is missing - Disruptive behaviors and off-task conversations may not be addressed in the most effective manner - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both	- Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work or both a Kickstarter and Wrap-up are missing. - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. - Teacher rarely or never praises positive behavior

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students. Condensed from 5 to 3.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School and Community Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Seek out leadership roles and opportunities to collaborate - Go above and beyond in dedicating time for students and peers outside of class - Students reinforce positive character and behavior and discourage negative behavior amongst themselves - Display commitment to the education of all the students in the school 	Teacher will: <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Participate in regular opportunities to work with and learn from others - Dedicates time efficiently to helping students and peers outside of class - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions - Display commitment to the education of all his/her students 	Teacher will: <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others Teacher may not: <ul style="list-style-type: none"> - Frequently dedicate time to help students and peers efficiently outside of class - Participate in opportunities to work with and learn from others - Display commitment to the education of all his/her students 	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers. <ul style="list-style-type: none"> - Teacher rarely or never addresses negative behavior - Often fails to participate in opportunities to work with and learn from others - Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course.
	3.2 Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Seek out or are willing to accept opportunities to lead professional development sessions 	Teacher will: <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities - Welcome constructive feedback to improve practices 	Teacher will: <ul style="list-style-type: none"> - May not attend all mandatory professional development opportunities 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.3	Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	Teacher will: <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	Teacher will: <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may not: <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Core Professionalism Rubric



These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. .25 will be deducted per indicator rated “Does Not Meet Standard.”

Indicator	Does Not Meet Standard	Meets Standard
1Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define “unexcused absence” in this context

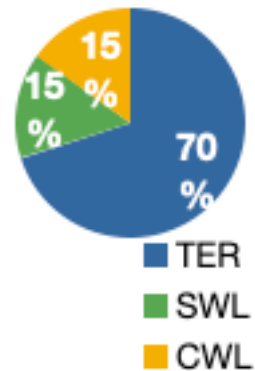
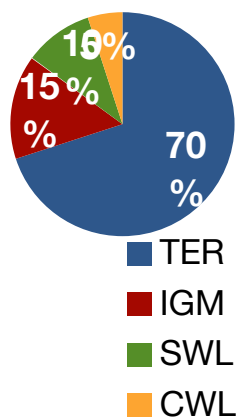
Summative Evaluation Group Changes

In order to create more equity between groups that use growth model data and groups that do not, the weighting of scores for summative evaluation groups has been modified.

Group 1 and 2 Previous Weights:

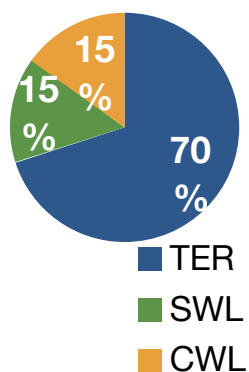
New Weight for Groups 1, 2, 3:

Groups 1 and 2



Group 3 Previous Weight:

Group 3



Covid-Related Evaluation Addendum

Applicable only in the 2020-2021 school year:

- In-person observations should be conducted when we are in session (can be in a priority order: new teachers, teachers on an improvement plan, then others)
- If an in-person observation has not been able to be conducted by October 1 in the fall or by March 1 in the spring due to inadequate time resulting from stage 3 virtual instruction and the school is in stage 3 instruction at that date,
- Evaluators may review up to 3 consecutive lessons (from an announced two week window in the first semester after October 1 or from any time in the second semester after March 1)
- Complete the observation rubric through post-observation conference
- If the school returns to in-person instruction after these dates, in-person evaluations should be conducted if possible.

Resource C

Five-Star

Use the link below to access this document

<https://unorth.five-starpivot.com/login>

Resource D

Indiana Superintendent Evaluation Process

A JOINT PROJECT BY

THE INDIANA SCHOOL BOARDS ASSOCIATION
&
THE INDIANA ASSOCIATION OF
PUBLIC SCHOOL SUPERINTENDENTS

Indiana School Board Association

One North Capitol Avenue, Suite 1215
Indianapolis, IN 46204
317-639-0330/fax 317-639-3591

Indiana Association of Public School Superintendents

One North Capitol Avenue, Suite 1215
Indianapolis, IN 46204
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Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.					
1.1	The superintendent effectively recruits, hires, assigns, and retains school leaders.	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent routinely considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	The superintendent creates a professional development system for school leaders based on strengths and needs.	<p>The superintendent has in place a system of professional development that is based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to provide professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.</p>
1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p> <p>Administrators throughout the corporation refer to the superintendent as a mentor.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.</p>	<p>The superintendent has provided some training to an emerging school leader.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	The superintendent provides evidence of delegation and trust in subordinate leaders.	<p>Employees throughout the corporation are empowered to do their jobs.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization.</p> <p>.</p>	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.
1.5	The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Informal and formal positive feedback is linked to corporation goals.</p>	The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.	<p>The superintendent provides the minimum required formal feedback to the administrative team.</p> <p>Informal feedback is occasionally provided.</p>	The superintendent provides no informal or formal feedback to the administrative team.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.					
2.1	The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.	<p>The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.</p> <p>The superintendent systematically examines data to find strengths and weaknesses.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data analysis is regularly the subject of faculty meetings and professional development sessions.</p>	The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.	The superintendent does not utilize data to make decisions.
2.2	The superintendent demonstrates evidence of student improvement through student achievement results.	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each sub group.</p> <p>Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each sub group of students.</p>	Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.	<p>The superintendent takes no responsibility for the data outcomes.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to improve student achievement.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	The superintendent organizes time and prioritizes tasks for effective leadership.	<p>The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation.</p> <p>The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.</p>	<p>The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels.</p> <p>Most tasks are managed and completed by the superintendent on a timely basis.</p>	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	<p>Tasks are managed in a haphazard fashion.</p> <p>There is little or no evidence of established or achieved milestones or deadlines.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.					
4.1	The superintendent actively engages in communication with parents and community.	<p>There is clear evidence of communication with parents and the community.</p> <p>Survey data is utilized to measure parents and community members viewpoints of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.</p>	<p>There is some evidence of communication with parents and the community.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships.</p> <p>The superintendent assumes leadership roles in community organizations.</p>	<p>School/community communications are not initiated by the superintendent.</p> <p>The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships.</p> <p>The superintendent occasionally participates in community organizations but does not become actively involved.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that parent and community activities are conducted.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	The superintendent forges consensus for change and improvement throughout the school corporation.	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>The superintendent guides others through change and addresses resistance to that change.</p> <p>The superintendent systemically monitors, implements and sustains the strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>The superintendent directs change and improvement processes securing the allies necessary to support the change effort. .</p> <p>The superintendent monitors, implements and sustains the strategies for change.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Areas of change that are identified as needing consensus has yet to implement a process for change and improvement.</p> <p>Strategies for change are not implemented and unsuccessful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.</p>	<p>The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.</p>	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school community.
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.5	The superintendent encourages open communication and dialogue with school board members.	<p>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	<p>The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals.</p> <p>Complete and thorough background material is provided so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals.</p> <p>Adequate background material is provided to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals.</p> <p>Limited background material is provided.</p>	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.					
5.1	The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data. .</p>	<p>The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance. .</p> <p>Limited data sources are used to develop goals which are not focused or measurable.</p> <p>Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data..</p>	<p>The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>No data sources are used to develop goals.</p> <p>The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.</p>
5.2	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> <p>These rigorous academic goals are shared throughout the school community through multiple communication systems.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation’s programs.</p> <p>Approved goals by the board are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities.</p> <p>There are some goals established but none that were approved by the board.</p>	<p>The superintendent has no goals and no school improvement priorities established for the corporation.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1	<p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.</p> <p>Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from various sources are referenced in all decisions.</p> <p>Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced</p>	<p>A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from limited sources are referenced in some decisions.</p> <p>Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Data is rarely used for decisions.</p> <p>Most decisions are made based on personal viewpoints or what is popular at the time.</p>
6.2	<p>The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent consistently utilizes technology within his/her daily responsibilities.</p> <p>The superintendent demonstrates effort toward serving as a model for technology implementation.</p>	<p>The superintendent occasionally utilizes technology within his/her daily responsibilities.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>	<p>The superintendent has limited use of technology within his/her daily responsibilities.</p> <p>The superintendent does not serve as a model for technology implementation.</p>
6.3	<p>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation’s physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</p>	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff.</p> <p>The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place.</p>	<p>The superintendent has minimal procedures in place to address the safety of students and staff.</p> <p>The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.</p> <p>There are occasional, unscheduled reviews of these procedures.</p>	<p>The superintendent has no procedures in place to address the safety of students and staff.</p> <p>The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	The superintendent provides responsible fiscal stewardship.	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.</p>	<p>The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities.</p> <p>Minimal data is produced to support reallocated resources.</p>	<p>The superintendent does not demonstrate sound, fiscal stewardship.</p>
6.5	The superintendent demonstrates compliance with legal requirements.	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.</p>	<p>The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.</p>	<p>The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.</p>

Resource E

Professional School Counselor Effectiveness Rubric

Indiana School Counselor Effectiveness Rubric

This rubric combines many of the professional requirements of a professional School Counselor with those of the RISE Model. It is a working revision of the School Counselor Evaluation Rubric available on the Learning Connection website – <https://learningconnection.doe.in.gov> – within the “IDOE-Developing New Indiana Evaluations” community. It was designed to provide another option as schools develop or refine effectiveness rubrics and evaluation materials for Indiana Student Services Personnel. For questions or comments, contact Fleck Education Services at fleckeducation@gmail.com or 317-748-0108.

DOMAIN 1: PURPOSEFUL PLANNING School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding	Counselor uses student achievement, achievement-related, survey and other student data to formulate plans. :- Annual program goals and student academic, career and personal/social goals.	Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate: - Annual program goals and student academic, career and personal/social goals..	Counselor does not use student achievement data or survey results when planning.
1.2	Set Ambitious and Measurable Program and Student Goals	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Shares plan with administrator(s) and school staff	Counselor sets - ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor rarely sets – ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor does not set – ambitious and measurable annual program goals and student academic, career and personal/social goals.
1.3	Plan, Organize, Deliver and Manage Effective Counseling Program	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Follows a state or national comprehensive school counseling model according to standards	Counselor participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program utilizing research-based interventions	Counselor rarely participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program	Counselor does not complete - Planning, - Organizing, - Delivering or - Management of an effective counseling program
1.4	Develop Standards-Based Lessons and Assessments	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Creates well-designed assessments and/or surveys based on state or national standards	Based on program and student goals counselor: - Identifies guidance standards that students will master and delivers lessons and assessments/surveys for assessing growth	Counselor rarely - identifies guidance standards that students will master and only occasionally or never delivers lessons and assessments/surveys for assessing growth	Counselor does not Identify guidance standards that students will master and does not deliver lessons or use assessments/surveys for assessing growth
1.5	Track Student Data and Analyze Progress	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Uses assessment/progress data in planning future lessons/units accordingly.	Counselor uses an effective data tracking system for: - Recording student assessment/ progress data and analyzing student progress towards mastery	Counselor rarely uses a data tracking system for: - Recording student assessment/ progress data. Counselor may not: - Use data to analyze student progress towards mastery or to plan future lessons/units	Counselor never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

NOTE: Domain 2 is divided into two parts:

- Domain 2A – Effective Classroom Guidance
- Domain 2B – Effective Counseling Services

Schools that do not expect their School Counselors to provide classroom guidance instruction, may use only Domain 2B.

DOMAIN 2A: EFFECTIVE CLASSROOM GUIDANCE Counselors facilitate student academic practice so that all students have the opportunity to gain mastery of the academic, career and/or personal/social guidance lesson objectives in a classroom, small group or individual setting.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1A: Develop student understanding and mastery of lesson objectives	<p>Counselor is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Counselor effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Counselor is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to guidance standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<p>Counselor needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to guidance standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Counselor attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>Counselor is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or counselor may fail to make this connection for students. - Counselor may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Competency 2.2A: Demonstrate and Clearly Communicate Content Knowledge to Students	Counselor is highly effective at demonstrating and clearly communicating content knowledge to students	Counselor is effective at demonstrating and clearly communicating content knowledge to students	Counselor needs improvement at demonstrating and clearly communicating content knowledge to students	Counselor is ineffective at demonstrating and clearly communicating content knowledge to students
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Counselor effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content -	- Counselor demonstrates content knowledge and delivers information that is factually correct - Information is clear, concise and well-organized - Counselor restates and rephrases information in multiple ways – where necessary - to increase understanding - Counselor emphasizes key points or main ideas in content - Counselor uses developmentally appropriate language and explanations - Counselor imparts relevant information learned via professional development	- Counselor delivers information that is factually correct - Information occasionally lacks clarity and is not as well organized as it could be - Counselor may fail to restate or rephrase information in multiple ways to increase understanding - Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Counselor does not always impart relevant information learned via professional development	- Counselor may deliver information that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Counselor continues with providing information, even when it is obvious that students are not understanding content - Counselor does not emphasize main ideas, and students are often confused about content - Counselor fails to use developmentally appropriate language - Counselor does not impart relevant information
Competency 2.3A: Create Culture of Respect and Collaboration	Counselor is highly effective at creating a classroom culture of respect and collaboration	Counselor is effective at creating a culture of respect and collaboration	Counselor needs improvement at creating a classroom culture of respect and collaboration	Counselor is ineffective at creating a culture of respect and collaboration
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students are invested in their academic success as evidenced by unprompted collaboration and assistance - Students understand and exhibit positive character and behavior	- Students are respectful of their counselor - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together - Counselor may occasionally praise positive behavior	- Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention - Counselor rarely or never praises positive behavior - Counselor rarely or never addresses negative behavior

Competency 2.4A: Set High Expectations for Academic Success	Counselor is highly effective at setting high expectations for academic success.	Counselor is effective at setting high expectations for academic success.	Counselor needs improvement at setting high expectations for academic success.	Counselor is ineffective at setting high expectations for student success.
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Counselor sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselor celebrates and praises academic work.	- Counselor may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Counselor may praise the work of some, but not others	- Counselor rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior

DOMAIN 2B: EFFECTIVE COUNSELING SERVICES Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1B: Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning	Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor is effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor needs improvement with following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.	Counselor is ineffective at following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Laws, rules, policies and ethical standards are reviewed on an annual basis	- Professional conduct and integrity is exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation	- Professional conduct and integrity is occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable	- Professional conduct and integrity is lacking - Ethical and legal codes are not followed - Consultation and supervision are needed but not sought - Student interventions appear questionable
Competency 2.2B: Provide counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> -Works well with school staff and administrators to facilitate identification of students in need of services	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral - Counselor is proficient at delivering or referring student to receive appropriate service	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is somewhat proficient at delivering or referring student to receive appropriate service	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is not proficient at delivering or referring student to receive appropriate service

Competency 2.3B: Develop student understanding of safety, survival and prevention skills	Counselor is highly effective at developing student understanding of safety, survival and prevention skills	Counselor is effective at developing student understanding of safety, survival and prevention skills	Counselor needs improvement with developing student understanding of safety, survival and prevention skills	Counselor is ineffective at developing student understanding of safety, survival and prevention skills
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Delivers prevention training program to students	- Counselor assists students to identify safety concerns and needs, as needed - Students understand right to a safe and secure school environment - Students identify resources for peer, adult and/or community support - Prevention programming or interventions utilized as necessary	- Inconsistent in helping students identify safety concerns and needs, as needed - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions utilized inconsistently	- When needed, does not help students identify safety concerns and needs, - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions do not exist
Competency 2.4B: Connect student learning to future plans	Counselor is highly effective at connecting student learning to future plans	Counselor is effective at connecting student learning to future plans	Counselor is only somewhat effective at connecting student learning to future plans	Counselor is ineffective at connecting student learning to future plans
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Counselor utilizes resources outside of the school setting frequently	- Counselor helps students see connection between achievement and career and future success - Counselor helps student learn about interests, abilities and aptitude - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning	- Counselor infrequently helps students see connection between achievement and career and future success - Only some students learn about interests, abilities and aptitude - Counselor provides minimal career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning	- Counselor does not help students see connection between achievement and career and future success - Students do not learn about interests, abilities and aptitude - Counselor does not provide career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning
Competency 2.5B: Supports students in assessment interpretation and goal-setting	Counselor is highly effective at interpreting assessment results and student goal-setting	Counselor is effective at interpreting assessment results and student goal-setting	Counselor is only somewhat effective at interpreting assessment results and student goal-setting	Counselor is ineffective at interpreting assessment results and student goal-setting
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Assessment interpretation and goal-setting is systematic and well-planned	- Counselor assists students in interpreting & understanding assessment results - Counselor helps students set challenging academic goals and/or make course plans based on results - Students apply knowledge of interests and aptitudes to goal-setting	- Counselor only occasionally assists students in interpreting & understanding assessment results - Counselor helps students make course plans - Students infrequently apply knowledge of interests and aptitudes to goal-setting	- Counselor does not assist students in interpreting & understanding assessment results - Students make course plans without counselor assistance - Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting

DOMAIN 3: COUNSELOR LEADERSHIP Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers	Counselor will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers	Counselor will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Counselor may not: - Frequently dedicates time to help students and peers efficiently outside of class	Counselor rarely or never contributes ideas aimed at improving school efforts. Counselor dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Counselor will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Counselor will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Counselor may not: - Seek to provide other counselors with assistance when needed OR - Regularly seek out opportunities to work with others	Counselor rarely or never participates in opportunities to work with others. Counselor works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Counselor will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable - Welcome constructive feedback to improve practices	Counselor will: - Attend all mandatory professional development opportunities Counselor may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices - Accept constructive feedback well	Counselor rarely or never attends professional development opportunities. Counselor shows little or no interest in new ideas, programs, or classes to improve counseling and learning
3.4	Advocate for Student Success	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Counselor will: - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs	Counselor will: - Display commitment to the education of all his/her students Counselor may not: - Advocate for students' needs	Counselor rarely or never displays commitment to the education of his/her students. Counselor accepts failure as par for the course and does not advocate for students' needs.
3.5	Engage Families in Student Learning	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary	Counselor will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Counselor will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Counselor may not: - Proactively reach out to parents to engage them in student learning	Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define “unexcused absence” in this context

Resource F

Principal Effectiveness Rubric

[DATA WAREHOUSE](#)[CURRICULUM MAPPING](#)[INTERVENTIONS](#)[DAILY ASSESSMENTS](#)[EVALUATIONS](#)

Select a Rubric to see a layout of the Domains

Filters

Select Rubric: RISE Principal 1.0

Rubric

[EXPORT TO PDF](#)

Teacher Effectiveness - 1. Human Capital Manager

Competencies: 7

Number of

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.1. Competency
Hiring and retention

Highly
Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;
Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;
Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture)

	Effective	<p>Principal recruits, hires, and supports effective teachers by:</p> <p>Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school.</p>
	Improvement Necessary	<p>Principal recruits, hires, and supports effective teachers by:</p> <p>Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions.</p>
	Ineffective	<p>Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <p>Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.</p>
1.2. Competency Evaluation of teachers	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</p>
	Effective	<p>Principal prioritizes and applies teacher evaluations by:</p> <p>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members</p>
	Improvement Necessary	<p>Principal prioritizes and applies teacher evaluations by:</p> <p>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teacher;</p>

		Following most processes and procedures outlined in the corporation evaluation plan for all staff members.
	Ineffective	<p>Principal <u>does not</u> prioritize and apply teacher evaluations by:</p> <p>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers; Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.</p>
1.3. Competency Professional development	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Frequently creating learning opportunities in which highly effective teachers support their peers; Monitoring the impact of implemented learning opportunities on student achievement; Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</p>
	Effective	<p>Principal orchestrates professional learning opportunities by:</p> <p>Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. Providing differentiated learning opportunities to teachers based on evaluation results.</p>
	Improvement Necessary	<p>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</p> <p>Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; Providing learning opportunities with little variety of format; Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</p>
	Ineffective	<p>Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</p> <p>Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; Providing no variety in format of learning opportunities; Failing to provide professional learning opportunities based on</p>

		evaluation results.
1.4. Competency Leadership and talent development	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Encouraging and supporting teacher leadership and progression on career ladders; Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; Recognizing and celebrating emerging leaders.</p>
	Effective	<p>Principal develops leadership and talent by:</p> <p>Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; Providing formal and informal opportunities to mentor emerging leaders; Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</p>
	Improvement Necessary	<p>Principal develops leadership and talent by:</p> <p>Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; Providing formal and informal opportunities to mentor some, but not all, emerging leaders; Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.</p>
	Ineffective	<p>Principal <u>does not</u> develop leadership and talent by:</p> <p>Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; Rarely or never provides mentorship to emerging leaders; Providing no support and encouragement of leadership and growth; Frequently assigns responsibilities without allocating necessary authority.</p>
1.5. Competency Delegation	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Encouraging and supporting staff members to seek out responsibilities; Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</p>

	Effective	<p>Principal delegates tasks and responsibilities appropriately by:</p> <p>Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Monitoring the progress towards success of those to whom delegations have been made; Providing support to staff members as needed.</p>
	Improvement Necessary	<p>Principal delegates tasks and responsibilities appropriately by:</p> <p>Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; Providing support, but not always as needed.</p>
	Ineffective	<p>Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</p> <p>Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; Rarely or never providing support.</p>
1.6. Competency Strategic assignment	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.</p>
	Effective	<p>Principal uses staff placement to support instruction by:</p> <p>Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; Strategically assigning support staff to teachers and classes as necessary to support student achievement.</p>
	Improvement Necessary	<p>Principal uses staff placement to support instruction by:</p> <p>Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible</p>

		needs as the first priority in assignment when possible.
	Ineffective	<p>Principal <u>does not</u> use staff placement to support instruction by:</p> <p>Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.</p>
	<p>6. Competency Notes:</p> <p>This indicator obviously assumes there is ability of leader to make these decisions.</p>	
1.7. Competency Addressing teachers who are in need of improvement or ineffective	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Staying in frequent communication with teachers on remediation plans to ensure necessary support; Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</p>
	Effective	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <p>Developing remediation plans with teachers rated as ineffective or in need of improvement; Monitoring the success of remediation plans; Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</p>
	Improvement Necessary	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <p>Occasionally monitoring the success of remediation plans; Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</p>
	Ineffective	<p>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</p> <p>Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; Rarely or never monitoring the success of remediation plans; Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</p>

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

1.1. Competency Professionalism	Highly Effective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times
	Effective	Principal displays professionalism by: Modeling professional, ethical, and respectful behavior at all times; Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.
	Improvement Necessary	Principal supports professionalism by: Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.
	Ineffective	Principal <u>does not</u> support professionalism by: Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
1.2. Competency Time management	Highly Effective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; Monitoring use of time to identify areas that are not effectively utilized;
	Effective	Principal manages time effectively by: Establishing yearly, monthly, weekly, and daily priorities and objectives; Identifying and prioritizing the most important activities with the highest impact

		Identifying and consistently prioritizing activities with the highest-leverage on student achievement.
	Improvement Necessary	Principal manages time effectively by: Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement.
	Ineffective	Principal manages time effectively by: Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;
1.3. Competency Using feedback to improve student performance	Highly Effective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; Identifying the most efficient means through which feedback can be generated. Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.
	Effective	Principal uses feedback to improve student performance by: Actively soliciting feedback and help from all key stakeholders; Acting upon feedback to shape strategic priorities to be aligned to student achievement.
	Improvement Necessary	Principal uses feedback to improve student performance by: Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.
	Ineffective	Principal <u>does not</u> use feedback to improve student performance by: Regularly avoiding or devaluing feedback; Rarely or never applying feedback to shape priorities.
1.4. Competency Initiative and persistence	Highly Effective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Exceeding typical expectations to accomplish ambitious goals; Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant

		obstacles to student achievement.
	Effective	<p>Principal displays initiative and persistence by:</p> <p>Consistently achieving expected goals; Taking on voluntary responsibilities that contribute to school success; Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</p>
	Improvement Necessary	<p>Principal displays initiative and persistence by:</p> <p>Achieving most, but not all expected goals; Occasionally taking on additional, voluntary responsibilities that contribute to school success; Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</p>
	Ineffective	<p>Principal <u>does not</u> display initiative and persistence by:</p> <p>Rarely or never achieving expected goals; Rarely or never taking on additional, voluntary responsibilities that contribute to school success; Rarely or never taking risks to support students in achieving results; Never seeking out potential partnerships.</p>

Teacher Effectiveness - 2. Instructional Leadership

Number of Competencies: 3

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.1. Competency Mission and vision	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Defining long, medium, and short-term application of the vision and/or mission; Monitoring and measuring progress toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.</p>
	Effective	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <p>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Defining specific instructional and behavioral actions linked to the school's vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.</p>
	Improvement Necessary	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <p>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Making significant key decisions without alignment to the vision and/or mission; Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.</p>
	Ineffective	<p>Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</p> <p>Failing to adopt a school-wide instructional vision and/or mission; Defining a school-wide instructional vision and/or mission that is not applied to decisions; Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.</p>

2.2. Competency Classroom observations	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; Monitoring the impact of feedback provided to teachers.</p>
	Effective	<p>Principal uses classroom observations to support student academic achievement by:</p> <p>Visiting all teachers frequently (announced and unannounced) to observe instruction; Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</p>
	Improvement Necessary	<p>Principal uses classroom observations to support student academic achievement by:</p> <p>Occasionally visiting teachers to observe instruction; Occasionally analyzing student performance data to drive instruction evaluate instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</p>
	Ineffective	<p>Principal uses classroom observations to support student academic achievement by:</p> <p>Rarely or never visiting teachers to observe instruction; Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</p>
2.3. Competency Teacher collaboration	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Monitoring collaborative efforts to ensure a constant focus on student learning; Tracking best collaborative practices to solve specific challenges; Holding collaborating teams accountable for their results.</p>
	Effective	<p>Principal supports teacher collaboration by:</p> <p>Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission.</p>

	Improvement Necessary	Principal supports teacher collaboration by: Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices.
	Ineffective	Principal <u>does not</u> support teacher collaboration by: Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; Rarely or never aligning teacher collaborative efforts to instructional practices.

Leadership Actions - 2. Building Relationships

Number of Competencies: 3

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

2.1. Competency Culture of urgency	Highly Effective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;
	Effective	Principal creates an organizational culture of urgency by: Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; Leading a relentless pursuit of these expectations.
	Improvement Necessary	Principal creates an organizational culture of urgency by: Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; Occasionally leading a pursuit of these expectations.
	Ineffective	Principal <u>does not</u> create an organizational culture of urgency by: Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2. Competency Communication	Highly Effective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: To the extent possible, messaging key concepts in real time; Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.

	Effective	<p>Principal skillfully and clearly communicates by:</p> <p>Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</p> <p>Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</p> <p>Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</p>
	Improvement Necessary	<p>Principal skillfully and clearly communicates by:</p> <p>Messaging most, but not all, key concepts;</p> <p>Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</p> <p>Utilizing a limited number of means and approaches to communication.</p>
	Ineffective	<p>Principal <u>does not</u> skillfully and clearly communicate by:</p> <p>Rarely or never messaging key concepts;</p> <p>Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</p> <p>Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</p>
2.3. Competency Forging consensus for change and improvement	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Guides others through change and addresses resistance to that change;</p> <p>Monitors the success of strategies and revises based on strengths and weaknesses;</p> <p>Creates cultural changes that reflect and support building a consensus for change.</p>
	Effective	<p>Principal creates a consensus for change and improvement by:</p> <p>Using effective strategies to work toward a consensus for change and improvement;</p> <p>Systematically managing and monitoring change processes;</p> <p>Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</p>
	Improvement Necessary	<p>Principal creates a consensus for change and improvement by:</p> <p>Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</p> <p>Managing change and improvement processes without building systems and allies necessary to support the process;</p> <p>Asking for feedback but not yet successful in securing cooperation in</p>

		delivering input from all stakeholders.
	Ineffective	<p>Principal <u>does not</u> create a consensus for change and improvement by:</p> <p>Failing to identify areas in which agreement and/or consensus is necessary;</p> <p>Rarely or never managing or developing a process for change and/or improvement;</p> <p>Rarely or never seeking out feedback or securing cooperation - making unilateral, arbitrary decisions.</p>

Teacher Effectiveness - 3. Leading Indicators of Student Learning

Number of Competencies: 3

Domain Description: Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

3.1. Competency Planning and Developing Student Learning Objectives	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</p> <p>Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</p> <p>Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</p> <p>Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</p> <p>Revisiting the use and design of teacher and school-wide tracking tools.</p>
	Effective	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <p>Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</p> <p>Collaborating with teachers to identify standards or skills to be assessed;</p> <p>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</p> <p>Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;</p> <p>Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</p> <p>Utilizing a tracking tool to monitor school-wide progress on SLOs;</p> <p>Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</p>
		<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <p>Organizing, but only occasionally leading or participating in opportunities for collaboration or developing the systems and</p>

	Improvement Necessary	<p>opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</p> <p>Occasionally collaborating with teachers to identify standards or skills to be assessed;</p> <p>Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</p> <p>Working with teachers only occasionally throughout the year to measure progress towards goals;</p> <p>Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</p>
	Ineffective	<p>Principal <u>does not</u> support the creation of Student Learning Objectives by:</p> <p>Failing to organize/provide opportunities for teacher collaboration;</p> <p>Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</p> <p>Not meeting with teachers throughout the year to look at progress towards goals.</p>
3.2. Competency Rigorous Student Learning Objectives	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</p> <p>Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.</p>
	Effective	<p>Principal creates rigor in SLOs by:</p> <p>Ensuring teachers' SLOs define desired outcomes;</p> <p>Ensuring assessments used correspond to the appropriate state content standards;</p> <p>Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</p> <p>Ensuring an analysis of previous year's student data is included in the development of SLOs;</p> <p>Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</p>
	Improvement Necessary	<p>Principal creates rigor in SLOs by:</p> <p>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</p> <p>Assessing baseline data that may not be effectively used to assess students' starting points;</p>

		<p>students' starting points;</p> <p>Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</p>
	Ineffective	<p>Principal creates rigor in SLOs by:</p> <p>Allowing for outcomes to be benchmarked to less than typical growth;</p> <p>Failing to assess baseline knowledge of students;</p> <p>Failing to select assessments that are appropriately aligned to content standards.</p>
3.3. Competency Instructional time	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</p>
	Effective	<p>Principal supports instructional time by:</p> <p>Removing all sources of distractions of instructional time;</p> <p>Promoting the sanctity of instructional time;</p> <p>Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</p>
	Improvement Necessary	<p>Principal supports instructional time by:</p> <p>Removing major sources of distractions of instructional time;</p> <p>Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</p> <p>Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</p>
	Ineffective	<p>Principal <u>does not</u> support instructional time by:</p> <p>Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</p> <p>Rarely or never promoting the sanctity of instructional time;</p> <p>Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</p>

Leadership Actions - 3. Culture of Achievement

Number of Competencies: 3

Domain Description: Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school wide culture of achievement aligned to the school's vision of success for every student.

3.1. Competency High expectations	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; Benchmarking expectations to the performance of the state's highest performing schools; Creating systems and approaches to monitor the level of academic and behavior expectations; Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</p>
	Effective	<p>Principal creates and supports high academic and behavior expectations by:</p> <p>Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; Empowering students to set high and demanding expectations for themselves; Ensuring that students are consistently learning, respectful, and on task; Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p>
	Improvement Necessary	<p>Principal creates and supports high academic and behavioral expectations by:</p> <p>Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</p>
	Ineffective	<p>Principal <u>does not</u> create or support high academic and behavior expectations by:</p> <p>Accepting poor academic performance and/or student behavior; Failing to set high expectations or sets unrealistic or unattainable goals.</p>

3.2. Competency Academic rigor	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</p>
	Effective	<p>Principal establishes academic rigor by:</p> <p>Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</p>
	Improvement Necessary	<p>Principal establishes academic rigor by:</p> <p>Creating academic goals that are nearing the rigor required to meet the school's academic goals; Creating academic goals but occasionally deviates from these goals in the face of adversity.</p>
	Ineffective	<p>Principal <u>has not</u> established academic rigor by:</p> <p>Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; Consistently sets and abandons ambitious academic goals.</p>
3.3. Competency Data usage in teams	Highly Effective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Data used as basis of decision making is transparent and communicated to all stakeholders; Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</p>
	Effective	<p>Principal utilizes data by:</p> <p>Orchestrating frequent and timely team collaboration for data analysis; Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</p>
	Improvement Necessary	<p>Principal utilizes data by:</p> <p>Occasionally supporting and/or orchestrating team collaboration for data analysis; Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</p>
	Ineffective	<p>Principal <u>does not</u> utilize data by:</p> <p>Rarely or never organizing efforts to analyze data; Rarely or never applying data analysis to develop action plans.</p>

Resource G

Assistant Principal Effectiveness Rubric

DATA WAREHOUSE

CURRICULUM MAPPING

INTERVENTIONS

DAILY ASSESSMENTS

EVALUATIONS

Select a Rubric to see a layout of the Domains

Filters

Select Rubric:

RISE Assistant Principal

Rubric

EXPORT TO PDF

Teacher Leadership - 1. Mission & Vision

Number of Competencies: 2

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

1.1. Competency
Contributes to the achievement of the mission & vision

Highly Effective

In addition to Level 3, the assistant principal:

Catalyzes commitment to and vigorous pursuit of the school's vision & mission

Effective

The assistant principal:

Working through complex issues in ways that energize stakeholder commitment

Contributing individual capabilities and leading group

		<p>Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives</p> <p>Translates the vision and mission into daily school practices</p>
	Improvement Necessary	<p>The assistant principal:</p> <p>Contributes individual capabilities to achieve essential objectives</p> <p>Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent</p>
	Ineffective	<p>The assistant principal:</p> <p>Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision</p> <p>Exhibits actions or behaviors that negatively affect stakeholder commitment</p>
<p>1.2. Competency</p> <p>Assists the principal in hiring, developing and retaining effective teachers</p>	Highly Effective	<p>In addition to Level 3, the assistant principal:</p> <p>Provides the student management and/or instructional support necessary to develop and retain effective early career teachers</p>
	Effective	<p>The assistant principal:</p> <p>Bases hiring recommendations primarily on the teacher's level of effectiveness</p> <p>Takes specific actions to facilitate the development and retention of effective staff members</p> <p>Aligns personnel recommendations with the vision and mission of the school</p>
	Improvement Necessary	<p>The assistant principal:</p> <p>Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations</p> <p>Takes action steps that have a limited effective on the development and/or retention of effective teachers</p> <p>Occasionally aligns the school's vision/mission to hiring recommendations</p>
	Ineffective	<p>The assistant principal:</p> <p>Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations</p> <p>Fails to take consistent steps to facilitate the development and/or retention of effective teachers</p>

		and/or retention of effective teachers
		Fails to align hiring recommendations to the mission and vision of the school

Leadership Actions - 1. Professional Leadership Competencies: 4		Number of
Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.		

1.1. Competency Effectively communicates	Highly Effective	In addition to Level 3, the assistant principal Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals Maintains high visibility, accessibility, and establishes strong lines of communication
	Effective	The assistant principal: Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns Uses appropriate communication methods and media Maintains appropriate visibility and accessibility to staff
	Improvement Necessary	The assistant principal: Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness Responds in an inconsistent manner to resolve expressed concerns
	Ineffective	The assistant principal: Fails to keep appropriate audiences informed Uses methods of communication that ineffective or inappropriate for the circumstance/audience
1.2. Competency Reflects on practice and continually learns	Highly Effective	In addition to Level 3, the assistant principal Promotes a culture of self-reflection and continuous improvement Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement
	Effective	The assistant principal: Expresses willingness to learn and openly acknowledges areas for growth Learns from personal experiences and the actions/insights of others Establishes priorities and and achieves action plans focused on high-leverage leadership competencies

	Improvement Necessary	<p>The assistant principal:</p> <p>Expresses willingness to learn from others, but is reluctant to admit own short-comings</p> <p>Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.</p>
	Ineffective	<p>The assistant principal:</p> <p>Resists changes to personal or leadership behaviors</p> <p>Fails to consistently achieve professional growth goals as outlined in professional growth plan</p>
1.3. Competency Demonstrates resiliency and persistence	Highly Effective	<p>In addition to Level 3, the assistant principal</p> <p>Engages staff and self in a continuous pursuit of professional growth and school improvement</p> <p>Anticipates problems and Confronts and solves problems that had yet to be successfully addressed</p>
	Effective	<p>The assistant principal:</p> <p>Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals</p> <p>Identifies action steps and leverages available resources to confront difficult problems</p>
	Improvement Necessary	<p>The assistant principal:</p> <p>Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals</p>
	Ineffective	<p>The assistant principal:</p> <p>Reacts with visible frustration to challenging problems or setbacks</p> <p>Easily loses focus on improving student achievement</p>
1.4. Competency Monitors time and task management	Highly Effective	<p>In addition to Level 3, the assistant principal:</p> <p>Prioritizes being an instructional leader above all else</p> <p>Is a model of punctuality and timeliness in discharging his/her professional responsibilities</p>
	Effective	<p>The assistant principal:</p> <p>Consistently allocates the time and resources necessary to achieve</p>

Effective	ambitious goals Spends time on high leverage activities Delegates applicable responsibilities to other staff and helps them achieve success in these activities
Improvement Necessary	The assistant principal: Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.
Ineffective	The assistant principal: Rarely protects time for instructional leadership priorities Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

Optional - 1. Professional Development

Number of Competencies: 4

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

1.1. Competency Oversees school-wide professional development	Highly Effective	In addition to Level 3, the assistant principal: Leverages teacher leaders to provide differentiated professional development opportunities based on individual need Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement
	Effective	The assistant principal: Uses student performance data and teacher evaluation results to develop a systemic plan for professional development Assists the principal in providing teachers and administrative team members differentiated professional development opportunities Monitors the impact of professional development on student learning and teacher effectiveness
	Improvement Necessary	The assistant principal: Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness
	Ineffective	The assistant principal: Fails to provide regular professional development opportunities aligned to the staff's learning needs
1.2. Competency Builds productive professional learning communities	Highly Effective	In addition to Level 3, the assistant principal: Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement
	Effective	The assistant principal: Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations Assists teams in establishing priorities and developing ambitious and measurable goals

		and measurable goals Provides each team with the resources/support necessary for them to achieve their goals
	Improvement Necessary	The assistant principal: Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability Provides inconsistent support to teams
	Ineffective	The assistant principal: Places little emphasis on team composition Fails to hold teams accountable for establishing clear goals Provides little or no support to teams
1.3. Competency Addresses teachers rated ineffective or improvement necessary	Highly Effective	In addition to Level 3, the assistant principal Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan
	Effective	The assistant principal: Assists the principal with the development of a remediation plan for teachers that Focuses on highest leverage teacher actions Includes measurable goals and action steps Contains a timeline and system to monitor implementation Outlines consequences for failure to improve performance Provides tools and the assistance/coaching necessary to improve performance Where appropriate, recommends termination of underperforming teachers using performance-based evidence
	Improvement Necessary	The assistant principal: Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions
	Ineffective	The assistant principal: Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy, or
	Highly Effective	In addition to Level 3, the assistant principal:
1.4. Competency Assists the principal with	Highly Effective	In addition to Level 3, the assistant principal:

Assists the principal with talent & leadership development	Highly Effective	Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance
	Effective	The assistant principal: Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles Provides meaningful support to emerging leaders in new teacher leadership roles
	Improvement Necessary	The assistant principal: Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success
	Ineffective	The assistant principal: Bases talent management decisions on personal preference rather than available data or demonstrated ability Fails to provide meaningful support to emerging leaders

Teacher Leadership - 2. Human Capital Management

Number of Competencies: 4

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

2.1. Competency Observes professional practice	Highly Effective	In addition to Level 3, the assistant principal: Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented Differentiates the number of observations based on observed levels of teacher effectiveness
	Effective	The assistant principal: Examines prior performance and student achievement data to inform observations and walkthroughs Accurately categorizes observed instructional practice Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal
	Improvement Necessary	The assistant principal: Frequently categorizes instructional practice inaccurately Conducts the minimum number of required observations, despite observed deficiencies in professional practice Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal
	Ineffective	The assistant principal: Fails to conduct an adequate number of observations Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
2.2. Competency Provides actionable feedback	Highly Effective	In addition to Level 3, the assistant principal: Models desired actions or schedules opportunities for the teacher to learn from other teachers Assists the teacher in rewriting lesson plans, unit plans,

		assessments, etc.
	Effective	The assistant principal: Develops bite-sized action plans focused on the highest leverage teacher actions Provides a clear directions for how to do the most important tasks well Frequently follows up to ensure feedback is implemented with fidelity
	Improvement Necessary	The assistant principal: Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions Leaves implementation of feedback to chance by failing to consistently follow-up
	Ineffective	The assistant principal: Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether Fails to develop action plans with teachers
2.3. Competency Monitors student performance	Highly Effective	In addition to Level 3, the assistant principal: Develop teachers' collective ability to positively impact student learning Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs
	Effective	The assistant principal: Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps Collaboratively develops concrete action steps aligned with student and teacher needs Frequently follows up to ensure action plans are implemented with fidelity
	Improvement Necessary	The assistant principal: Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers Allows teachers to establish action steps that lack clarity or alignment to performance data Fails to frequently follow up to ensure proper implementation
		The assistant principal:

	Ineffective	<p>Primarily analyzes data only after statewide achievement tests are complete</p> <p>Fails to identify action steps that are aligned with interim or classroom assessment data</p>
2.4. Competency Demonstrates commitment to improve teacher performance	Highly Effective	<p>In addition to Level 3, the assistant principal</p> <p>Identifies and facilitates opportunities for teachers to share best practices</p> <p>Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement</p>
	Effective	<p>The assistant principal:</p> <p>Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</p> <p>Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies</p>
	Improvement Necessary	<p>The assistant principal:</p> <p>Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</p> <p>Provides individual assistant/coaching that is infrequent</p>
	Ineffective	<p>The assistant principal:</p> <p>Disregards the need for individualized assistance/coaching</p> <p>Provides limited opportunities for teachers to engage in professional learning</p>

Domain Description: Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. **Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.**

2.1. Competency Maintains a culture of excellence	Highly Effective	In addition to Level 3, the assistant principal: Instills the daily habits necessary to create a culture of excellence Is unwavering in maintaining high expectations for everyone
	Effective	The assistant principal: Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning Provides students and staff the support, time, and structures necessary to be successful Celebrates the accomplishments of others and proactively resolves performance issues
	Improvement Necessary	The assistant principal: Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected
	Ineffective	The assistant principal: Fails to take the initiative to identify and recognize the accomplishments of others Consistently ignores staff or student performance
2.2. Competency Enhances teacher collaboration	Highly Effective	In addition to Level 3, the assistant principal: Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement
	Effective	The assistant principal: Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school Holds collaborating teams accountable for achieving desired results
		The assistant principal:

	Improvement Necessary	<p>The assistant principal:</p> <p>Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards</p>
	Ineffective	<p>The assistant principal:</p> <p>Fails to provide teacher teams the support and/or resources necessary for to achieve desired results</p> <p>Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving</p>
2.3. Competency Supports a universal code of conduct	Highly Effective	<p>In addition to Level 3, the assistant principal:</p> <p>Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors</p>
	Effective	<p>The assistant principal:</p> <p>Coaches a culture of excellence through repeated practice and modeling of desired behaviors</p> <p>Consistently and fairly applies positive and negative consequences for behavior</p> <p>Promotes a predictable, safe learning environment through consistency of actions</p>
	Improvement Necessary	<p>The assistant principal:</p> <p>Supports the maintenance of routines, procedures, and policies; but is primarily reactive</p> <p>Fails to consistently apply either positive and/or negative consequences for behavior</p>
	Ineffective	<p>The assistant principal:</p> <p>Sends inconsistent messages about school policy</p> <p>Tolerates discipline violations and allows positive student and staff behavior to go unrecognized</p>
2.4. Competency Engage families and the community in student learning	Highly Effective	<p>In addition to Level 3, the assistant principal:</p> <p>Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education</p>
	Effective	<p>The assistant principal:</p> <p>Fosters partnerships with families, community agencies and/or the corporate sector</p> <p>Capitalizes on the strengths of stakeholders in the community to provide</p>

		Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs Assists the principal in securing cooperation from family and community members to support school improvement initiatives
	Improvement Necessary	The assistant principal: Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning Inconsistently engages established parents
	Ineffective	The assistant principal: Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

Optional - 2. Curriculum & Instructional Leadership

Number of Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

2.1. Competency Oversees aligned curricula, instruction and assessments	Highly Effective	In addition to Level 3, the assistant principal: Uses common interim assessments to define the rigor of the academic program Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning
	Effective	The assistant principal: Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas Facilitates inter grade level meetings to ensure vertical articulation of the curriculum Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions
	Improvement Necessary	The assistant principal: Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects Utilizes some available interim assessments, but fails to implement interim assessments in all courses Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process
	Ineffective	The assistant principal: Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments Resists revisions to the curriculum even when supported by student learning outcomes
2.2. Competency Supports the development and implementation of rigorous student learning	Highly Effective	In addition to Level 3, the assistant principal: Builds the capacity of the leadership team to provide teachers with effective feedback and modeling of best practices

objectives		with effective feedback on establishing and monitoring rigorous SLOs
	Effective	The assistant principal: Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary
	Improvement Necessary	The assistant principal: Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies
	Ineffective	The assistant principal: Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards
2.3. Competency Uses data to drive instruction	Highly Effective	In addition to Level 3, the assistant principal: Develops teacher leaders' capacity to drive data-driven instruction and decision-making Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement
	Effective	The assistant principal: Ensures the availability of clear and intuitive data reports for teacher analysis Orchestrates frequent and timely teacher team collaboration for data analysis Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements
	Improvement Necessary	The assistant principal: Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process
		The assistant principal:

	Ineffective	Limits analysis of data to year-end autopsies Inadequately supports staff's use of data to guide instruction
2.4. Competency Implements appropriate academic interventions	Highly Effective	In addition to Level 3, the assistant principal: Implements interventions that have a proven ability to increase student performance Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance
	Effective	The assistant principal: Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals
	Improvement Necessary	The assistant principal: Ensures school-level and classroom-level programs are in place to help most students meet their academic goals Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress
	Ineffective	The assistant principal: Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program
2.5. Competency Implements and monitors instructional technology	Highly Effective	In addition to Level 3, the assistant principal: Successfully promotes the use of instructional technology that drives greater levels of student achievement
		The assistant principal: Identifies and implements the most effective instructional

	Effective	technology Develops teachers' ability to utilize instructional technologies to support student learning Regularly monitors and reports the impact of instructional technology on student learning
	Improvement Necessary	The assistant principal: Develops most, but not all, teachers' abilities to implement available instructional technology Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning
	Ineffective	The assistant principal: Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design

Domain Description: Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

3.1. Competency Assists the principal with the evaluation of teachers	Highly Effective	In addition to Level 3, the assistant principal: Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning
	Effective	The assistant principal: Ensures all evaluation processes and expectations are transparent and clear Allocates necessary time and resources to complete thorough, accurate and defensible evaluations Demonstrates the ability to identify individual teacher strengths and weaknesses Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers
	Improvement Necessary	The assistant principal: Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness
	Ineffective	The assistant principal: Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation Incorporates limited student data and evidence of teacher practice in evaluation ratings

Optional - 3. Student Culture, Management, and Support Services

Number of Competencies: 5

Domain Description: Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

3.1. Competency Implements effective school policies	Highly Effective	In addition to Level 3, the assistant principal: Institutes operational procedures designed and managed to maximize opportunities for successful student learning
	Effective	The assistant principal: Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem Develops all stakeholders' understanding of school policies and their consequences
	Improvement Necessary	The assistant principal: Establishes and implements school policies, processes, and routines, but enforcement is inconsistent Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance Develops student and staff understanding of school policies and their consequences
	Ineffective	The assistant principal: Inadequately develops stakeholders understanding of school policies and/or consequences Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
3.2. Competency Monitors school culture	Highly Effective	In addition to Level 3, the assistant principal: Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices
		The assistant principal: Institutes systems to assess the effectiveness of policy and detect minor

	Effective	<p>Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge</p> <p>Tracks referral data to evaluate the effectiveness of interventions</p> <p>Uses the data to engage stakeholders in a process of continuous improvement</p>
	Improvement Necessary	<p>The assistant principal:</p> <p>Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement</p>
	Ineffective	<p>The assistant principal:</p> <p>Rarely uses data to evaluate effectiveness of interventions</p>
3.3. Competency Enhances a positive school culture	Highly Effective	<p>In addition to Level 3, the assistant principal:</p> <p>Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy</p> <p>Demonstrates the ability to positively impact student achievement and culture</p>
	Effective	<p>The assistant principal:</p> <p>Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times</p> <p>Challenges low expectations and holds all persons accountable for observing agreed upon procedures</p> <p>Assists teachers with the implementation of effective classroom management plans</p>
	Improvement Necessary	<p>The assistant principal:</p> <p>Consistently applies positive and negative consequences for behavior</p> <p>Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior</p>
	Ineffective	<p>The assistant principal:</p> <p>Inconsistently implements the student code of conduct,</p> <p>Allows irresponsible student behavior</p>
3.4. Competency Provides effective supervision	Highly Effective	<p>In addition to Level 3, the assistant principal:</p> <p>Volunteers to assist at school events and or functions to which he/she is not directly assigned</p>
	Effective	<p>The assistant principal:</p> <p>Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</p>

		proactive in talking and listening to students Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents
	Improvement Necessary	The assistant principal: Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents
	Ineffective	The assistant principal: Rarely engages with students, parents, and or community members Fails to maintain high visibility at supervisory functions
3.5. Competency Supports student services	Highly Effective	In addition to Level 3, the assistant principal: Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services
	Effective	The assistant principal: Ensures all students have access to educational opportunities/services that meet their learning needs Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met Collaborates with service agencies in the community to support student needs that require interventions or additional supports
	Improvement Necessary	The assistant principal: Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports
	Ineffective	The assistant principal: Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) Fails to ensure the social, emotional, academic, and behavioral needs of each student are met Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

Resource H

Association of Indiana School Library Educators
School Librarian Evaluation Rubric

Use the link below to access this document

<https://learningconnection.doe.in.gov/UserGroup/GroupDetailFileBookmarks.aspx?gid=1652>

Association of Indiana School Library Educators

School Librarian Evaluation Rubric



This document in its entirety is endorsed by the Association for Indiana School Library Educators (AISLE). Any changes must be approved by the local school administration and the Indiana Department of Education. Please contact Robyn Young (ryoung@avon-schools.org) or Denise Keogh (dkeogh@tcsc.k12.in.us) for questions specific to this rubric.

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

AISLE School Librarian Evaluation Rubric
Allowable Modifications to the School Librarian Evaluation Rubric

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

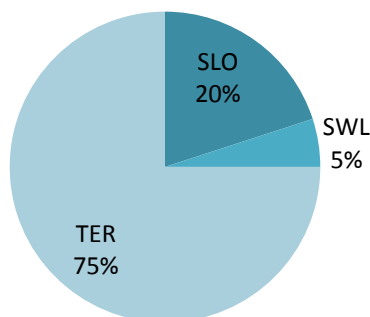
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 25%.

Domain 1	30%
Domain 2	40 %
Domain 3	30%

It is expected that School Librarians will follow the percentages of the Group 3 teachers with no growth model classes posted in the original RISE document; however, this may be changed within each school corporation if the SLO is not used.



TER=Teacher Effectiveness Rubric (School Librarian Rubric)
SLO=Student Learning Objective
SWL=School-Wide Learning Measure

SLO Options for School Librarians

From the Indiana Department of Education:

Under the Indiana evaluation law (Indiana Code 20-28-11.5), which governs all certificated employee evaluations, *no one is required to use SLOs*. What *is required* is that objective measures of student achievement must *significantly inform* the evaluation of each certificated employee. The law does not define “significant”, and local school corporations need to define what “significant” looks like in the summative evaluation metrics for their employees.

In RISE, which is the optional state model for teacher evaluation, classroom teachers are required to set SLOs. Please note, the RISE teacher evaluation and development system was really designed to evaluate classroom teachers, and not specifically designed to evaluate other professionals in the schools who are not specifically assigned students. You can choose to use or modify RISE with other employees, but you can also choose to use other rubrics, student learning measures, summative metrics, etc. with your non-teacher employees (as long as the evaluation complies with law), and you’re still considered a RISE school for teacher evaluations.

SLOs were designed to be the mechanism through which objective measures of student achievement can be captured for those teachers without mandatory state assessment data coming back to them. We would encourage the use of SLOs with any certificated employee whose responsibilities include direct work with students that would impact student learning and achievement. For school librarians, you might consider setting two Targeted objectives, or utilizing the administrative SLO format described in the RISE principal evaluation documents. Those SLO formats seem to “fit” better with school librarians than the “one Class and one Targeted” SLO format.

If, however, a certificated employee truly doesn’t do any work that can be tied directly back to student learning and data, they are not required to set an SLO. In these cases, we would encourage you to carefully consider how you will include objective measures of student learning for that employee, and what “significant” means for them. For example, you might consider how to weight a school-wide learning measure (A-F grade) for those employees. You also might consider asking these employees to set SMART goals around the work for which they’re responsible, even if the end measurement isn’t a student learning measure.

AISLE School Librarian Evaluation Rubric

The School Librarian Evaluation Rubric is an extremely effective measure of performance by a school librarian. It is required that all domains be used.

To measure a librarian's effect on student learning, a variety of scenarios may occur:

- As the evaluation rubric is comprehensive, the principal may choose to use the evaluation rubric as 95% of the evaluation, with 5% coming from the school-wide measure of student learning and not complete an SLO as measures of learning are built into the evaluation rubric.
- If a librarian consistently collaborates with a classroom teacher on a project, the student learning on that project may be used as a measure of evaluation for the school librarian.
- If a school librarian has students assigned to him/her and are responsible for providing grades for the students, that group of students may be used for the SLO.

Any of these options may be used, but the school librarian should not focus on a contrived set of goals in order to meet the SLO. It should be a part of the regular job responsibilities of the school librarian (i.e. librarians should not be teaching a science class just to make an SLO).

Domain 1: Purposeful Planning

AISLE School Librarian Evaluation Rubric

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Demonstrating knowledge of literature and current trends in library practice and information technology	<p>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p><i>- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.</i></p>	<p>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p><i>- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</i></p>	<p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p><i>- Librarian reads journals to learn about current trends.</i></p>	<p>School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p>
	<p>Notes 1.1</p> <ol style="list-style-type: none"> Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library. 				

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	<p>School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues</p> <p><i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</i></p>	<p>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p><i>-The goal for the program is communicated with appropriate stakeholders.</i></p>	<p>School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</p> <p><i>- The goal for the program is established by not communicated with appropriate stakeholders.</i></p>	<p>School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</p>
	<p>Notes 1.2</p> <p>1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.</p>				
1.3	Demonstrating knowledge of resources, both within and beyond the school and district	<p>School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p>	<p>School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>
	<p>Notes 1.3</p> <p>1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.</p>				

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	Developing and implementing a plan to evaluate the library program	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
	Notes 1.4 1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.				
1.5	Establishing a culture for investigation and love of literature	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6	Establishing and maintaining library procedures	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	Organize physical space to enable smooth flow	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Notes 1.7 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.				
1.8	Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

AISLE School Librarian Evaluation Rubric

Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define “some” as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Creating an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

AISLE School Librarian Evaluation Rubric

2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	<p>School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct</p> <ul style="list-style-type: none"> - Content is clear, concise and well-organized - Librarian restates and rephrases instruction in multiple ways to increase understanding - Librarian emphasizes key points or main ideas in content - Librarian uses developmentally appropriate language and explanations - Librarian implements relevant instructional strategies learned via professional development 	<p>School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct</p> <ul style="list-style-type: none"> - Content occasionally lacks clarity and is not as well organized as it could be - Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding - Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Librarian does not always implement new and improved instructional strategies learned via professional development 	<p>School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.</p> <ul style="list-style-type: none"> - Librarian may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Librarian continues with planned instruction, even when it is obvious that students are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use developmentally appropriate language
	<p>Notes 2.2</p> <p>1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</p>				

AISLE School Librarian Evaluation Rubric

2.3	Engage Students in Academic Content	<p>Librarian is highly effective at engaging students in academic content</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Librarian effectively integrates technology as a tool to engage students in academic content 	<p>Librarian is effective at engaging students in academic content</p> <ul style="list-style-type: none"> - More than 3/4 of students are actively engaged in content at all times and not off-task - Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<p>Librarian needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Librarian may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Librarian is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Librarian does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content
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AISLE School Librarian Evaluation Rubric

	<p>Notes 2.3</p> <ol style="list-style-type: none">1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.
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AISLE School Librarian Evaluation Rubric

2.4	Check for Understanding	<p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping students think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson
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AISLE School Librarian Evaluation Rubric

	<p>Notes 2.4</p> <ol style="list-style-type: none"> Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. Examples of how the teacher may assess student understanding and mastery of objectives: <ul style="list-style-type: none"> • Checks for Understanding: thumbs up/down, cold-calling • Do Nows/Bell Ringers • Turn and Talk/Pair Share • Guided or Independent Practice • Exit Slips 				
2.5	<p>Modify Instruction as Needed</p>	<p>School librarian is highly effective at modifying instruction as needed.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian anticipates student misunderstandings and preemptively addresses them - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>School librarian is effective at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>School librarian needs improvement at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>School librarian is ineffective at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding

AISLE School Librarian Evaluation Rubric

2.6	Maximize Instructional Time	<p>School librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following: <i>- All students are on-task and follow instructions of Librarian without much prompting</i></p>	<p>School librarian is effective at maximizing instructional time.</p> <p><i>- Routines, transitions, and procedures are well-executed.</i> <i>- Almost all students are on-task and follow instructions of librarian without much prompting</i> <i>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson</i></p>	<p>School librarian needs improvement at maximizing instructional time.</p> <p><i>- Routines, transitions, and procedures are in place.</i> <i>- Significant prompting from the librarian is necessary for students to follow instructions and remain on-task</i> <i>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem</i></p>	<p>School librarian is ineffective at maximizing instructional time.</p> <p><i>- There are few or no evident routines or procedures in place.</i> <i>- Even with significant prompting, students frequently do not follow directions and are off-task</i> <i>- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson</i> <i>- Classroom management is generally poor and wastes instructional time</i></p>
2.7	Assisting students in the use of technology in the Media Center	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
	<p>Notes 2.7</p> <ol style="list-style-type: none"> The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students. 				
2.8	Collaborating with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

AISLE School Librarian Evaluation Rubric

2.9	Engaging students in enjoying literature and in learning multiple literacy skills	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
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AISLE School Librarian Evaluation Rubric

Domain 3: Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

		Level of Performance			
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
	Notes 3.1 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.				
3.2	Collaborate with Peers	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
	Notes 3.2 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.				
3.3	Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

AISLE School Librarian Evaluation Rubric

3.4	Advocate for Student Success	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	Preparing and submitting reports and budgets	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	Communicating with the larger community	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	Participating in a professional community	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.
3.8	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

AISLE School Librarian Evaluation Rubric

	<p>Notes 3.8</p> <ol style="list-style-type: none">1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.
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AISLE School Librarian Evaluation Rubric

Domain 4: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences.*	Individual has not demonstrated a pattern of unexcused absences.*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

*It should be left to the discretion of the corporation to define “unexcused absence” in this context.

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.
2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.
3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

AISLE School Librarian Evaluation Rubric

Works Cited

Danielson, Charlotte. *Enhancing professional practice: a framework for teaching*. 2nd ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 2007. Print.

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Resource I

Athletic Director Effectiveness Rubric

Union-North United School Corporation

Athletic Director Evaluation Rubric

Domain 1: Professionalism

1.1 Implements a written philosophy statement outlining the principles and educational **goals** of the program.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school **association** rules and regulations; implements and maintains all health and sport medical **requirements** and regulations.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.4 Implements prudent legal procedures. - Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations **regarding** academic eligibility.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is **knowledgeable** and compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed according to legal regulations applicable to athletics.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.8 Organizes, directs and promotes an **interscholastic** athletic program that is an integral part of the total educational program.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.9 Fulfills professional responsibilities with honesty and integrity.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

Domain 2: Administrative Responsibilities

2.1 Provides leadership for the athletic department and places it in the proper educational perspective.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.2 Assists the District and school administrator in securing competent personnel for the athletic staff. Assists, coordinates, and participates as determined by the school administrator, in scheduling and conduct of all athletic staff interviews.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.3 Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.7 Arranges school board approved transportation for athletic events.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.11 Establishes procedures for the supervision and use of the training room.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.12 Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. - Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, some community event activities.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.14 Coordinates the organization and operation of the press boxes.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.15 Attends and serves as school liaison at athletic booster club meetings.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.17 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.19 Prepares and obtains signed game contracts.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.21 Completes accurate financial records.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.23 Keeps informed of the rules and regulations of the total athletic program.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.24 Informs the school board about program directions, problems and achievements.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.26 Performs other duties as the principal and/or district administrator may direct.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

Domain 3: Sport Specific Duties

3.1 Attends as many contests, meets and events as possible (home and away).

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.2 Examines all equipment and facilities before use.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.3 Provides dressing rooms for visiting teams and game officials.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.4 Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.5 Evaluates each athlete's grades at the end of each grading period.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.6 Secures parent consent cards, physical cards and medical forms from all participants.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.7 Informs all coaches of all conference and state rules and regulations.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.9 Supervises and observes coaching and maintains proper rapport with coaches.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.10 Provides a system of evaluation and professional growth of coaches.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.11 Secures all needed personnel for the operation of the athletic program. - Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.12 Develops the operational budget and financial procedures for each sport. - Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.13 Procures and maintains equipment. - Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>	<u>Not Applicable</u>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.

Highly Effective
Highly Effective

Effective
Effective

Improvement Necessary
Improvement Necessary

Ineffective
Ineffective

Not Applicable
NA

Domain 4: Core Professionalism

4.1 Attendance

Meets Standard

Individual has not demonstrated a pattern of unexcused absences.

Does Not Meet Standard

Individual demonstrates a pattern of unexcused absences.

4.2 On-Time Arrival

Meets Standard

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Does Not Meet Standard

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

4.3 Policies and Procedures

Meets Standard

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).

Does Not Meet Standard

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).

4.4 Respect

Meets Standard

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

Does Not Meet Standard

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.

Resource J

Speech and Psychologist Effectiveness Rubrics

The PACE Matrix for Portfolio Assessment

The PACE Matrix is the foundational tool of the PACE evaluation system. The SLP and the evaluator review the data presented in the portfolio (which contains the checklists, self-reflection tool, observation form, and other artifacts) to determine a rating for each performance objective. Suggestions for portfolio and observational evidence are provided for each objective. Results of this matrix may be used to develop the professional development plan for the next school year.

NAME: ___Blair Endicott_____

DATE OF EVALUATION: ___11/2/20_____

COMPLETED BY: ___David Burden_____

Performance Objective	Portfolio Evidence	Observational Evidence (i.e., look fors)	Evaluation Ratings	Comments
Demonstrate knowledge and skills in the subject areas of speech-language pathology and related areas (e.g., literacy) and implement services in an ethical manner	<ul style="list-style-type: none">• Evidence of having passed a national, ASHA-approved exam in speech-language pathology• Evidence of participation in consistent high quality professional development programs on speech and language topics• Input from the SLP	Does the SLP: <ul style="list-style-type: none">• work across all ability levels and serve a range of disorders, as appropriate for the setting?• complete and provide in-services (i.e., completing professional development)?• demonstrate competence in oral and written communication?• follow risk management procedures?• organize work space materials and equipment?		

<p>Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence- based practices</p>	<ul style="list-style-type: none"> • Observation of therapy conducted by the professional who is familiar with communication disorders and treatment, preferably a certified SLP • Self-assessment • Teacher survey • Parent survey • Student survey, where appropriate • Input from the SLP 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • engage students in the session's who is familiar with Activities? • provide accurate and appropriate feedback to students individually? • Implement activities that promote progress on the students' specific IEP goals? • have good behavior management skills? • use the allocated time efficiently and effectively? • foster a positive interaction with students? • provide each student with an opportunity for a significant number of responses? • include curricular objectives or materials in the session? • develop and execute appropriate therapy plans? • demonstrate knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds? • advocate for appropriate services for the students? • document the nature of services and evidence of progress? 		
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<p>Partner with the team to determine eligibility and recommends services that are compliant with state and federal regulations for children with IEPs</p>	<ul style="list-style-type: none"> • IEP goals, supports, and services that are appropriate/relevant to the needs of the student and tied to the common core or state standards, as evidenced by review of the IEP of an agreed-upon sample of case files • Observation of therapy conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP • Self-assessment • Teacher survey • Parent survey • Student survey, where appropriate • Review of case files to demonstrate: <ul style="list-style-type: none"> o all evaluation and IEP documents were completed within the timelines using procedures compliant with federal, state, and local requirements o appropriate forms were use o information was shared with all team members o parents and teachers had an opportunity to contribute to the documents as appropriate • Input from the SLP 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • prepare adequately for meetings? • explain IEP content clearly, using language that parents and other team members understand? • explain how speech and language goals relate to student success with the curriculum? • develop understandable and measurable goals? • respond appropriately to questions and comments of other team members? • deal appropriately with conflicts that may occur during the meeting appropriately? • provide evidence that parent(s) and other team members were involved in creating IEP content? • explain how IEP goals are related to the present educational levels? • accurately bill Medicaid and complete other compliance requirements? • complete documentation within a specific timeline using appropriate forms • contribute appropriate information to transition 		
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		<p>plans?</p> <ul style="list-style-type: none"> • solicit feedback from parents, teachers, and students about documentation and compliance via checklists and surveys? • maintain confidentiality and adhere to the IDEA, Section 504, FERPA, and HIPAA regulations related to documentation and compliance? • offer evidence that contributes to the eligibility determination? 		
<p>Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders.</p>	<ul style="list-style-type: none"> • Case files include comprehensive evaluations that incorporate: <ul style="list-style-type: none"> o a variety of appropriate standardized tests o input from families and other school personnel o observation notes o a variety of informal assessment strategies o evidence of the student's performance in the classroom o interpretation of the test results designed to make appropriate recommendations • Input from the SLP 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • gather case history information? • use appropriate formal and informal assessment tools? • report assessment findings in a timely manner? • develop appropriate evaluation reports? • observe informal and formal testing using a variety of assessment strategies? • appropriately analyze and interpret test results to make appropriate recommendations? • create schedules that reflect assessments to be conducted 		

		<p>at designated times (i.e., scheduling blocks)?</p> <ul style="list-style-type: none"> • demonstrate knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds? 		
<p>Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs</p>	<ul style="list-style-type: none"> • Copy of schedule showing variation in frequency and location of speech-language support services based on student's individual needs • Evidence IEPs include a variety of service delivery frequency and location • Self-assessment • Input from SLP 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • develop activities that promote progress on the student's specific IEP goals? • design a schedule that allows completion of all work activities in an efficient and effective manner? • change the activities, feedback or direction of the session when a student is not understanding or able to demonstrate success with the session goal? • record data on the student's performance within the session? 		
<p>Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education</p>	<ul style="list-style-type: none"> • Therapy schedule showing classroom-based services • Samples of RTI activities done with classroom teachers • Logs showing consultation/ collaboration sessions with classroom teachers 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • respect teachers and other professionals? • demonstrate active listening? • present with a professional demeanor? • respond professionally to 		

	<ul style="list-style-type: none"> • Checklist evaluations completed by classroom teachers • Evidence that IEP goals and progress on the goals have been shared with classroom teachers • Input from the SLP 	feedback? <ul style="list-style-type: none"> • demonstrate collaborative instruction or co-teaching? • demonstrate collaboration within an IEP team meetings and other meetings? 		
Collaborate with families and provide opportunities for families to be involved in the student's SLP services	<ul style="list-style-type: none"> • Parent checklist of SLP services that shows satisfaction rate • Materials sent to families about ways to practice therapy goals in the home setting • Ongoing parent communication logs • Evidence parents were asked for suggestions for IEP goals • Input from the SLP 	Does the SLP: <ul style="list-style-type: none"> • respect students and families? • demonstrate active listening? • present with a professional demeanor? • respond professionally to feedback? • demonstrate collaboration with families in an IEP team meetings and other meetings? • show evidence of communication with families (e.g., parent communication log)? 		
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements	<ul style="list-style-type: none"> • Copy of ASHA CEU Compliance form • Copy of state professional development participation record • Copy of ASHA CE Registry • Input from the SLP 	Does the SLP: <ul style="list-style-type: none"> • complete in-services (i.e., completing professional development)? • provide in-services (i.e., provide professional development)? • participate in state, school, or local associations; meetings and conferences; and/or professional learning 		

		communities?		
Contribute to various building or district initiatives	<ul style="list-style-type: none"> • Record of participation in building or district committees • Examples of RTI activities • Samples of presentations made to staff and/or parents • Self-assessment checklist • Administrator input • Teacher input • Copies of resources and materials provided to staff • Input from the SLP 	<p>Does the SLP participate in:</p> <ul style="list-style-type: none"> • school assessment planning? • RTI initiatives? • curriculum teams? • positive behavioral support initiatives? 		

Observation Notes:

School Psychologist Professional Practice Rubric

Purpose of the Rubric

The School Psychologist Professional Practice Rubric (SPPPR) was developed for three key purposes:

- To provide a description of the *key roles and responsibilities* of a school psychologist. The activity examples are not intended to be exhaustive and additional examples may need to be considered based upon an individual school psychologist's assignment and responsibilities.
- To *inform* the personnel evaluation process of school psychologists.
- To assist school administrators' *recognition of effective school psychologists and support of ongoing professional development* for their school psychology staff.

Development of the Rubric

The SPPPR was developed by a representative group of school psychologists and school administrators from across Indiana in collaboration with a workgroup of the Indiana Association of School Psychologists (IASP). Multiple stakeholders provided input and the rubric was piloted in 15 Indiana districts/cooperatives.

The Model for Comprehensive and Integrated School Psychological Services (National Association of School Psychologists [NASP], 2010) was utilized to develop the domains, indicators, and example activities. The SPPP was also developed to align with personnel evaluation materials and requirements of the Indiana Department of Education. The below resources were also utilized:

Harvey, V. S., & Struzziero, J. A. (2008). Professional development and supervision of school psychologists: From intern to expert (2nd ed.) Thousand Oaks, CA: Corwin Press.

Skalski, A. K. (2011, March/April). Should Student Achievement Data Be Considered in the Evaluation of School Psychologists? NASP Communiqué. www.nasponline.org

Using the Rubric

Key considerations for using the SPPPR include:

- The SPPPR is designed to be one measure, or piece of information, used in the personnel evaluation of school

psychologists. Additional information should be considered when making evaluation decisions.

- The SPPPR should be used as a self-assessment by a school psychologist. The ratings could be shared with a supervisor and considered in the evaluation process to determine final ratings and areas for future professional growth.
- School psychologists should provide evidence, or artifacts, to support their self-ratings on the SPPPR. Examples include: student progress monitoring data, educational evaluation reports, examples of student work, surveys/feedback on interactions with families, school staff, and community partners.
- The SPPPR should be completed by a supervisor who is familiar with school psychology practices, professional best practices, and ethical principles. When possible, a credentialed school psychologist should be the evaluator or at a minimum serve as one level of review.
- The activities listed for the rating categories (Highly Effective, etc.) are examples. The list is not exhaustive and a rating at that level does not require evidence of each listed practice. A school psychologist may be involved in other activities that should be considered when selecting the appropriate rating.
- Supervisor ratings on the SPPPR will be more accurate and valid when based on first-hand knowledge of the school psychologists' job performance. Observations, review of provided evidence/artifacts and self-ratings, and input from other school staff would be informative.
- The final SPPPR ratings should be reviewed and discussed by the supervisor and school psychologist. Identifying areas of effectiveness and exemplary practice as well as areas in need of improvement are essential for supporting school psychological practices that enhance student academic and mental health outcomes.
- Scoring of the SPPPR should take into consideration the domains determined applicable to the individual school psychologist. Normative data has not been collected for the SPPPR so decisions about criteria and overall classifications of effectiveness should be made at the local level.

School Psychologist Professional Practice Rubric

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1: Utilizes appropriate assessment and data collection methods</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Appropriate for the intended purpose,</p> <p>-Appropriate and individualized for the specific student's cultural, linguistic and disability background, and</p> <p>-Of sufficient variety for the intended purpose.</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Appropriate for the student, and</p> <p>-Administered, scored, and interpreted correctly</p> <p>But are</p> <p>-Limited in variety for the intended purpose, or</p> <p>-Limited in individualization for the specific student(s).</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Inappropriate for purpose and/or student, or</p> <p>-Are administered, scored, or interpreted incorrectly.</p>
<p>1.2: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),</p> <p>-Conducts a needs assessment to guide the development and delivery of building/district school-wide programs,</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.</p>	<p>School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <p>-Collects, or assists with collection, of student data to inform core curriculum and instructional practices,</p> <p>-Researches and helps select assessments for universal screening,</p> <p>-Summarizes universal screening and/or benchmarking data,</p> <p>-Applies data to curricular decisions and/or instructional practices.</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding school-wide practices.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about school-wide assessment and data-based decision making practices,</p> <p>-Lacks knowledge about the collection and use of school-wide data, and/or</p> <p>-Fails to take advantage of opportunities to engage in school-wide assessment practices.</p>

School Psychologist Professional Practice Rubric

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Behavioral</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices. 	<p>School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role.</p> <p>Example activities include</p> <ul style="list-style-type: none"> -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports. 	<p>School Psychologist is</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.
<p>1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions. 	<p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes. 	<p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> -Compliant with minimum requirements of Article 7 <p>But are</p> <ul style="list-style-type: none"> -Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information. 	<p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> -Not compliant with Article 7, and/or -Inappropriate for the student being evaluated.

School Psychologist Professional Practice Rubric

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5: Completes evaluations in a timely manner. Rating:_____.	Completed all in a timely manner	Few evaluations completed after compliance due dates for reasons outside the school psychologist's control	Few evaluations completed after compliance due dates for reasons within the school psychologist's control	Multiple evaluations completed past the compliance due dates
1.6: Utilizes technology as part of data-based decision making practices. Rating:_____.	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs, . 	<p>School Psychologist utilizes technology to meet the expectations of role and responsibilities.</p> <p>Example activities include using technological tools to</p> <ul style="list-style-type: none"> -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others. 	<p>School Psychologist is</p> <ul style="list-style-type: none"> -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s). 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.

School Psychologist Professional Practice Rubric

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Behavioral</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support school-wide practices.</p>	<p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include</p> <p>-Researches and helps select instructional strategies, approaches, or programs,</p> <p>-Assists staff in learning and implementing new instructional strategies, approaches, or programs,</p> <p>-Assists in the collection of information about implementation integrity.</p> <p>-Assists with student safety and bullying activities.</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s), and</p> <p>-Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains</p> <p>-Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or</p> <p>-Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
<p>2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to</p>	<p>School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <p>- Researches and helps select intervention strategies and approaches for school(s),</p> <p>-Helps develop intervention plans for individual students or small groups of students,</p> <p>-Applies progress monitoring data</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding intervention practices.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about intervention strategies and practices,</p> <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

School Psychologist Professional Practice Rubric

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued				
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<input type="checkbox"/> Academic <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Behavioral Rating: _____.	support intervention practices.	to intervention practices and decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity.		
2.3: Contributes to crisis response and intervention practices. Part of the School Psychologist's role? <input type="checkbox"/> No; Indicator Not Applicable to this Employee <input type="checkbox"/> Yes Rating: _____.	School Psychologist fulfills the criteria for Level 3 and additionally -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention. -Collaborates with community agencies to provide coordinated response and services to crisis situations.	School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -Provides crisis intervention services to students, staff, and community.	School Psychologist is -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention.	School Psychologist -Lacks knowledge about crisis response and intervention practices. - Fails to take advantage of opportunities to engage in continued professional growth and learning

School Psychologist Professional Practice Rubric

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.</p> <p>Rating:_____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on student diversity. -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes But practices -Demonstrate limited application of this knowledge to instructional practices and programming/service delivery. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior. - Fails to take advantage of opportunities to engage in continued professional growth and learning.

School Psychologist Professional Practice Rubric

DOMAIN 3: CONSULTATION AND COLLABORATION

School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1: Engages in consultation and collaboration with school staff.</p> <p>Rating:_____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings. 	<p>School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies, <p>However individual's practices</p> <ul style="list-style-type: none"> -Demonstrate limited application of knowledge and skills to expected roles and responsibilities. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge and skills about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.
<p>3.2: Engages in consultation and collaboration with parents and families.</p> <p>Rating:_____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. 	<p>School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies, 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies, <p>However individual's practices do not</p> <ul style="list-style-type: none"> -Demonstrate application of this knowledge to expected roles and responsibilities 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.

School Psychologist Professional Practice Rubric

DOMAIN 3: CONSULTATION AND COLLABORATION, continued				
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<ul style="list-style-type: none"> -Applies knowledge in innovative ways to assist students and families. - Conducts and/or assists with parent education sessions and trainings 	<ul style="list-style-type: none"> -Explains school procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, and -Answers questions clearly and comprehensively. 		
<p>3.3: Engages in consultation and collaboration with community agencies and providers.</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, families, schools, and community, -Conducts professional development for community agencies and providers 	<p>School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> -Contacts community providers to obtain information needed for instructional programming, -Clearly explains school procedures for services and practices, -Refers students and families to community providers for needed services, -Communicates with community providers in a clear and ethical manner. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies, <p>However individual's practices do not</p> <ul style="list-style-type: none"> -Demonstrate application of this knowledge to expected roles and responsibilities 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.

School Psychologist Professional Practice Rubric

Domain 4: LEADERSHIP

School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill</p> <p>Rating:_____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Reflects critically on own skills and identifies professional learning needs, -Shares newly learned knowledge and practices with colleagues and school staff, -Seeks opportunities to provide professional learning sessions for colleagues and school staff, and 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Responds well to constructive feedback, -Utilizes feedback to identify areas for professional growth, -Initiates attendance at optional professional learning events, -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/skills addressed in attended professional learning events. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Attends mandatory professional learning events <p>But does not</p> <ul style="list-style-type: none"> -Respond to constructive feedback, -Demonstrate application of knowledge/skill addressed in professional learning events, or -Initiate attendance at optional professional learning events. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Fails to seek or take advantage of opportunities to engage in professional learning, and/or -Fails to respond to feedback from supervisor(s) regarding the need for professional learning.
<p>4.2: Contributes to School and/or Profession of School Psychology</p> <p>Rating:_____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assumes leadership positions in professional organizations or school or district committees, -Mentors school psychology practicum students and interns. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, -Participates in activities focused on improving the procedures and practices of the school, district, or cooperative, -Maintains membership in professional organizations and participates in sponsored activities. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) <p>But does not</p> <ul style="list-style-type: none"> -Initiate involvement in such activities. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Rarely or never contributes ideas to improve school, district, or cooperative efforts, -Rarely participates in activities that occur outside the typical school day hours, -Little or no involvement in activities designed to advance the professional practice of school psychologists.

School Psychologist Professional Practice Rubric

Domain 4: LEADERSHIP, continued

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3: Advocates for student success Rating: _____.	School Psychologist fulfills the criteria for Level 3 and additionally -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, -Seeks systems level changes that will benefit all students and families.	School Psychologist -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner	School Psychologist -Demonstrates a concern about student failure or lack of progress But does not -Advocate for student needs.	School Psychologist -Demonstrates limited commitment to the growth and learning of students. -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.

DOMAIN 5: CORE PROFESSIONALISM

School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments.

Indicator		Meets Standard (1)	Does Not Meet Standard (0)
5.1	Attendance Rating: _____.	Individual has not demonstrated a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement.	Individual demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
5.2	Punctuality Rating: _____.	Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours.	Individual has demonstrated a pattern of unexcused late arrivals or early departures.
5.3	Respect Rating: _____.	Individual interacts with students, colleagues, parents/families, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.
5.4	Policies and Procedures Rating: _____.	Individual follows state, corporation, and school policies and procedures.	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.

School Psychologist Professional Practice Rubric

Summary and Planning:

Domain/Number of Possible Indicators	Possible Points	Number of Indicators Determined Applicable to School Psychologist	Obtained Score	Comments
Assessment, Data-based Decision Making, and Accountability/6	24			
Interventions and Instructional Support to Develop Academic, Social, and Life Skills/4	16			
Consultation and Collaboration/3	12			
Leadership/3	12			
Core Professionalism/4	4			
Total Number of Indicators - 20	Total Possible Points 68	Total Indicators Rated	Total Points Possible for Indicators Rated	

The following percentages apply when all 20 indicators have been rated. Score range of 62-68 corresponds approximately to 90% and higher, score range of 55-61 corresponds to 80-89%, score range of 48-54 corresponds to 70-79%, and score range of 47 and below corresponds to 68% and below.

School Psychologist Professional Practice Rubric

Strengths	Specific Growth Areas

Employee Signature: _____

Administrator Signature: _____

Date: _____

Date: _____

Ratings have been discussed between administrator and school psychologist. Signature indicates that the rating and evaluation has been shared and discussed, but does not necessarily indicate agreement.

Resource K

Union-North United School Corporation's Teacher Evaluation Plan (UNUSC_TEP)

Refer to pages 2 – 6 of this document.

Resource L

Teacher Appreciation Grants